

# **ART CURRICULUM**

## **(KS3/KS4)**

*Intent, Implementation and Impact*

- Long Term Plans
- Medium Term Plans
- Short Term Plans





# ART NATIONAL CURRICULUM (DfE)

## NATIONAL CURRICULUM – KS3

### Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

### Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and

cultural development of their art forms.

### Attainment targets

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

### Subject content Key stage 3

Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Pupils should be taught:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

## NATIONAL CURRICULUM – KS4

### 3.4 Art, craft and design

This title promotes learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes. Emphasis is on an increased breadth of approach commensurate in demand with the other titles.

The context of practice, rather than the breadth of activities and/or range of media employed, determines whether a student's work can be described as art-based, craft-based and/or design-based.

### Knowledge, understanding and skills

Students must explore and create work associated with areas of study from **at least two** titles listed below.

- **Fine art:** for example drawing, painting, sculpture, installation, lens-/light-based media, photography and the moving image, printmaking, mixed media and land art.
- **Graphic communication:** for example communication graphics, design for print, advertising and branding, illustration, package design, typography, interactive design, (including web, app and game), multi-media, motion graphics, signage and exhibition graphics.
- **Textile design:** for example art textiles, fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles, soft furnishings and/or textiles for interiors, digital textiles and installed textiles.
- **Three-dimensional design:** for example architectural design, sculpture, ceramics, product design, jewellery and body adornment, interior design, environmental/landscape/garden design, exhibition design, three-dimensional digital design and designs for theatre, film and television.
- **Photography:** for example portraiture, location photography, studio photography, experimental imagery, installation, documentary photography, photo-journalism, moving image: film, video and animation, fashion photography.

**Component 1:** must show evidence of working in areas of study drawn from **two or more** of the titles taking into account the distinguishing characteristics of art, craft and design.

**Component 2:** must show evidence of areas of study drawn from **one or more** of the titles.

The areas of study selected for Component 1 can be the same as, or different from, those selected for Component 2.

Students must explore, through a range of two-dimensional and/or three-dimensional processes and media, practical application of skills and relevant critical and contextual sources such as the work of contemporary artists, craftspeople and designers and the different purposes, intentions and functions of art, craft and design as appropriate to their own work.

Students must develop and apply the knowledge, understanding and skills specified in the [Subject content](#) within the context of their selected title(s) and area(s) of study.

## KS4 –GCSE ART

KS4 grid of assessment per half term and addressed in LP2, LP4 and LP6

Assessment Criteria	A01	A02	A03	A04
	Develop ideas through investigations, demonstrating critical understanding of sources.	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Record ideas, observations and insights relevant to intentions as work progresses.	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
0	Work not worthy of any marks.	Work not worthy of any marks.	Work not worthy of any marks.	Work not worthy of any marks.
1. Just 2. Adequately 3. Clearly 4. Convincingly	Minimal ability to develop ideas through investigations. Minimal ability to demonstrate critical understanding of sources.	Minimal ability to refine ideas. Minimal ability to select and experiment with appropriate media, materials, techniques and processes.	Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Minimal ability to present a personal and meaningful response and realise intentions. Minimal ability to demonstrate understanding of visual language.
5. Just 6. Adequately 7. Clearly 8. Convincingly	Some ability to develop ideas through purposeful investigations. Some ability to demonstrate critical understanding of sources.	Some ability to refine ideas. Some ability to select and experiment with appropriate media, materials, techniques and processes.	Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Some ability to present a personal and meaningful response and realise intentions. Some ability to demonstrate understanding of visual language.
9. Just 10. Adequately 11. Clearly 12. Convincingly	A moderate ability to effectively develop ideas through purposeful investigations. A moderate ability to demonstrate critical understanding of sources.	A moderate ability to thoughtfully refine ideas. A moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A moderate ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A moderate ability to competently present a personal and meaningful response and realise intentions. A moderate ability to demonstrate understanding of visual language.
13. Just 14. Adequately 15. Clearly 16. Convincingly	A consistent ability to effectively develop ideas through purposeful investigations. A consistent ability to demonstrate critical understanding of sources.	A consistent ability to thoughtfully refine ideas. A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A consistent ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A consistent ability to competently present a personal and meaningful response and realise intentions. A consistent ability to demonstrate understanding of visual language.
17. Just 18. Adequately 19. Clearly 20. Convincingly	A highly developed ability to effectively develop ideas through creative and purposeful investigations. A highly developed ability to demonstrate critical understanding of sources.	A highly developed ability to thoughtfully refine ideas. A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A highly developed ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A highly developed ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. A highly developed ability to demonstrate understanding of visual language.
21. Just 22. Adequately 23. Clearly 24. Convincingly	An exceptional ability to effectively develop ideas through creative and purposeful investigations. An exceptional ability to engage with and demonstrate critical understanding of sources.	An exceptional ability to thoughtfully refine ideas with discrimination. An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	An exceptional ability to skilfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	An exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. An exceptional ability to demonstrate understanding of visual language.

### How is the course structured in KS4?

The course is made up of two units of work.

#### Component 1: Portfolio (60%)

- Students must produce sustained projects evidencing the journey from initial engagement to the realisation of intentions and a selection of further experimental work.

#### Component 2: Externally set assignment (40%)

- Question papers containing a selection of starting points are set by the examination board and issued to candidates in January.
- Students are given a preliminary period of time to research and plan for the production of either a single response to their chosen starting point, or a series of responses, during a 10 hour supervised examination.

### How will my work be assessed?

Both units are marked internally and moderated by the examination board.

Assessment is based on four Assessment Objectives, which are designed to measure students' progress in terms of their development of knowledge and understanding. All four are equally weighted and are as follows:

# CURRICULUM PLAN

<u>Year</u>	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
	<u>Half Term 1</u>	<u>Half Term 2</u>	<u>Half Term 3</u>	<u>Half Term 4</u>	<u>Half Term 5</u>	<u>Half Term 6</u>
7	Colour Wheel and colour Theory	Artist research Rex Ray, Michelle Brown, Patrick Heron	Drawing unit Natural Forms Line, tone and shade	Drawing unit Natural Forms Line, shade and tone	Pop art Style and artist research Andy Warhol	Pop art Portrait pop art and artist research Roy Lichenstein
8	Hundertwasser and architecture drawings and paintings	Barcode creative drawings - line drawing	Claes Oldenburg - critical studies and 3D	Burgerman- critical studies/2D drawing	Portraiture - Facial features drawing unit- eyes/nose and mouth	Portraiture - abstract art- Noemi Safir
9	Food/ wrappers and grid method-	Food/ wrappers and grid method- artist influence Ron Magnes/Sarah Graham	Past GCSE title - habitats- Sea life Artist influence-Maria Barry/Tamara Philips observational drawing/ Focus A01 A02	Past GCSE title - habitats- Sea life Artist influence-Jason Scarface observational drawing/ Focus A01 A02	Past GCSE title - habitats- Sea life Artist influence - Amy Genser Focus A03/A04	Past GCSE title - habitats- Sea life Final piece Focus A03/A04
10	Introduction to GCSE art Assessment objectives Start Detail and Design project Focus A01/A02	GCSE art- Assessment objectives 'Detail and Design' project Focus A02/A03	GCSE art- Assessment objectives 'Detail and Design' project Focus A04	GCSE art- Assessment objectives 'Detail and Gothic art' project Focus A01/A02	GCSE art- Assessment objectives 'Detail and Gothic art' project Focus A02/A03	GCSE art- Assessment objectives 'Detail and Gothic art' project Focus A04- Mock exam
11	Finalisation of YR10 projects/sketchbooks  Mock Exam - titles chosen from previous titles October	Mock Exam - titles chosen from previous titles- New project following AO'S exam is December	GCSE exam titles given Mid/end-January new individual project following AO'S	GCSE exam titles new individual project following AO'S  Exam end April	Art GCSE Exam Gallery work mounted and organised	



<b>Content Overview</b>	<b>Colour Wheel and colour Theory</b>	<b>Mask making linked to Project</b>	<b>Drawing unit Natural Forms Line, tone and shade</b>		<b>Pop art Style and artist research Andy Warhol/Roy Lichenstein</b>	
<b>Aims</b>	Students develop understanding of the Elements of colour and provide students with a foundation of artistic vocabulary for use at KS3		Students explore the techniques involved in observational drawing including tone/shade. Introduction to Collage work. Peter Hill and Robert Kushner		Students develop a knowledge of what Pop art is and research and explore art work by Andy Warhol and still lifePop art portraits / comic strips	
<b>Literacy</b>	<b>Listening and Talking:</b> Group Discussions	<b>Reading:</b> Analyse and Evaluate new information	<b>Listening:</b> Active Listening (solving problems working in groups)	<b>Writing:</b> Artist research	<b>Listening and Talking:</b> Active Listening (solving problems) Individual Talk /group talk	<b>Reading/ Writing</b> Apply knowledge into u contexts with increasi independence. And art research / evaluation
<b>Cross-Curricular</b>	<b>English:</b> Vocabulary of colour theory and elements of art/Spellings	<b>English:</b> Discussions about artists and written annotation	<b>Science:</b> Difference in nature/ natural formations	<b>Geography:</b> Learning about the world around us	<b>History:</b> Learning about a period of time	<b>English:</b> Discussions about artists and written annotation
<b>Skills</b>	<ul style="list-style-type: none"> <li>-Have an understanding of the basics of art and design.</li> <li>-Draw from observation and develop your understanding of shape and form</li> <li>-How to research an artist and create an artist research page.</li> <li>-Use appropriate terminology to discuss and evaluate my own and the work of others.</li> </ul> <p><b>By the end of this half term I will be able to:</b></p> <ul style="list-style-type: none"> <li>-Demonstrate my understanding of colour theory and to apply my knowledge to my work.</li> <li>-Understand the colour wheel and warm/cold colours.</li> <li>- Know the terminology associated with the colour wheel. Complimentary, secondary, primary and tertiary colours.</li> </ul>	<ul style="list-style-type: none"> <li>-Have an understanding of the basics of art and design.</li> <li>-Draw from observation and develop your understanding of shape and form</li> <li>-How to research an artist and create an artist research page.</li> <li>-Use appropriate terminology to discuss and evaluate my own and the work of others.</li> </ul> <p><b>By the end of this half term I will be able to:</b></p> <ul style="list-style-type: none"> <li>- Demonstrate my understanding of colour theory and to apply my knowledge to my work.</li> <li>- Develop an understanding and research Rex Ray, Michelle Brown, Patrick Heron use their style to influence their final piece</li> </ul>	<p>Have an understanding of the basics of art and design.</p> <ul style="list-style-type: none"> <li>-Draw from observation and develop your understanding of shape and form</li> <li>-How to research an artist and create an artist research page.</li> <li>-Use appropriate terminology to discuss and evaluate my own and the work of others.</li> </ul> <p><b>By the end of this half term I will be able to:</b></p> <ul style="list-style-type: none"> <li>-Draw from observation and develop your understanding of shape and form.</li> <li>- create close up observational drawings in monochrome and colour</li> <li>-Develop research on the Artist and use their work to inspire my own.</li> </ul> <p>Collage work, mixed media skills</p>	<ul style="list-style-type: none"> <li>- Have an understanding of the basics of art and design.</li> <li>-Draw from observation and develop your understanding of shape and form</li> <li>-How to research an artist and create an artist research page.</li> <li>-Use appropriate terminology to discuss and evaluate my own and the work of others.</li> </ul> <p><b>By the end of this half term I will be able to:</b></p> <ul style="list-style-type: none"> <li>-Draw from observation and develop your understanding of shape and form.</li> <li>Make a transcript of Robert Kushner's work.</li> <li>-Develop research on the Artist and use their work to inspire my own.</li> <li>Collage work, mixed media skills</li> </ul>	<ul style="list-style-type: none"> <li>-Have an understanding of the basics of art and design.</li> <li>--How to research an artist and create an artist research page.</li> <li>-Use appropriate terminology to discuss and evaluate my own and the work of others</li> </ul> <p><b>- By the end of this half term I will be able to:</b></p> <ul style="list-style-type: none"> <li>- Develop an understanding of the artist Andy Warhol and the art movement of Pop art.</li> <li>Demonstrate an understanding of using an artist to inspire my artwork- Andy Warhol.</li> <li>- To research and make an artist information page about Andy Warhol.</li> </ul>	<ul style="list-style-type: none"> <li>-Have an understanding of the basics of art and design.</li> <li>Have understanding of time and periods of art</li> <li>--How to research an artist and create an artist research page.</li> <li>-Use appropriate terminology to discuss and evaluate my own and the work of others</li> </ul> <p><b>- By the end of this half term I will be able to:</b></p> <ul style="list-style-type: none"> <li>- Develop an understanding of the artist Roy Lichenstein and the art movement of Pop art.</li> <li>Demonstrate an understanding of using an artist to inspire my artwork- Roy Lichenstein</li> <li>- To research and make an artist information page about Roy Lichenstein</li> </ul>
			<b>Formative:</b>	<b>Formative:</b>	<b>Formative:</b> Questioning WWW/EBI	<b>Formative:</b>

Autumn		Spring		Summer	
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Colour Wheel and colour Theory</b>	<b>Project link- masks for eco friendly art/tribe work</b>	<b>Drawing unit Natural Forms Line, tone and shade</b>	<b>Drawing unit Natural Forms Line, shade and tone</b>	<b>Pop art Style and artist research Andy Warhol</b>	<b>3d painting unit?</b>
<b>Intent:</b> <ul style="list-style-type: none"><li>produce creative colour wheel inspired work, exploring their ideas and recording their experiences</li><li>evaluate and analyse their personal interpretations of colour wheel themed work and creative works using the language of art, craft and design.</li></ul> <b>Implementation:</b> <ul style="list-style-type: none"><li>Explore what is meant by Primary, Secondary and tertiary colours</li><li>Explore the formation of the colour wheel</li><li>Practically paint a colour wheel</li><li>Practically paint and shades of primary, secondary and tertiary colours</li><li>Baseline Assessment gain a better idea of student's prior knowledge.</li></ul> <b>Impact:</b> <ul style="list-style-type: none"><li>Group Discussions to check understanding and address misconceptions.</li><li>Knowledge Drill; Verbal Feedback / Whiteboards.</li></ul>	<b>Intent:</b> <ul style="list-style-type: none"><li>produce creative work based on tribal masks and eco friendly items/ideas, exploring their ideas and recording their experiences</li><li>become proficient in drawing, painting, sculpture and other art, craft and design techniques linked to artists</li><li>evaluate and analyse creative works using the language of art, craft and design</li><li>know about art genres – pointillism and aboriginal art and understand the historical and cultural development of their art forms.</li></ul> <b>Implementation:</b> <ul style="list-style-type: none"><li>Knowledge Drill (Written Quiz on Key Words)</li><li>Explore the art works of tribal art, pointillism and aboriginal art, creating transcripts, collagraph plates and create own response to his work.</li><li>Baseline Assessment gain a better idea of student's prior knowledge.</li></ul> <b>Impact:</b> <ul style="list-style-type: none"><li>Students have the confidence to paint own pieces based on artists/art movements</li><li>Students have the confidence to design and create a 3d mask based on their research.</li></ul>	<b>Intent:</b> <ul style="list-style-type: none"><li>produce creative work, exploring their ideas and recording their experiences based on observational drawings of natural forms</li><li>become proficient in drawing, painting.</li><li>To be proficient in line, sketches and shading</li><li>evaluate and analyse creative works using the language of art, craft and design</li><li>know about great artists,- Robert Kushner/Peter Hill and understand the historical and cultural development of their art forms.</li><li>produce creative work based on Robert Kushner and collage /natural form artists, exploring their ideas and recording their experiences</li></ul> <b>Implementation:</b> <ul style="list-style-type: none"><li>Create transcripts of natural forms</li><li>Students should be able to support one another and comment on their art work- peer assess.</li><li>Students will draw from observation</li><li>Students must produce mini timed sketches of natural forms</li><li>Students will research and produce transcripts</li></ul>	<b>Intent:</b> <ul style="list-style-type: none"><li>produce creative work, inspired by the art movement Pop art exploring their ideas and recording their experiences</li><li>know about great artists- Andy Warhol and Roy Lichenstein, and understand the historical and cultural development of their art forms.</li><li>evaluate and analyse creative works of the Pop art movement and Andy Warhol using the language of art, craft and design</li></ul> <b>Implementation:</b> <ul style="list-style-type: none"><li>To learn about the art movement Pop art and particular related artists Learning through Quizzes, Knowledge Drills, Whiteboards, Kahoot, Questioning and creating art work.</li><li>Students to use visual aids/ fun videos to find out about the artist Andy Warhol</li><li>Students must be able to recreate transcripts based on print and Andy Warhol</li><li>And be able to create a final piece inspired by his art.</li><li>Knowledge Drill (Written Quiz on Key Words)</li></ul> <b>Impact:</b> <ul style="list-style-type: none"><li>If students have understood the art movement and the relevant artists</li><li>Responding to feedback that then improves upon their original creative piece</li><li>Knowledge Drill;</li></ul>	<b>Intent:</b>	

Year 7	AO1 – INVESTIGATE	AO2 – DEVELOP/REFINE	AO3-RECORD	AO4-PRESENT
7.1-2	<p>I can <b>select</b> information and resources to develop my work.</p> <p>Research I collect is very basic and some information or images are sometimes not relevant. My design ideas are basic and under developed and I rarely use the work of artists to help me.</p>	<p>I can <b>experiment and develop a range of practical skills</b> and use the qualities of materials and processes to create my work.</p>	<p>I can present my sketchbook in a very basic manner.</p> <p>My observations are only partly developed and show little or no detail. When using media or techniques it is basic and not <del>developed</del> <b>refined. I can comment on artist styles and work</b></p>	<p>I can present a personal response that shows <b>simple understanding</b> of the work this half term.</p> <p>I can <b>discuss my own work and that of others</b> and consider how I might refine my ideas.</p>
7.3	<p>I can use <b>a variety of ways to investigate and respond to ideas</b>. I can select resources independently.</p> <p>The research I collect is often predictable and the information and images are appropriate. My design ideas are partially developed and I sometimes use the work of others to help with the planning of my ideas.</p>	<p>I can use my <b>technical knowledge of materials and processes</b> to develop my work</p>	<p>I show some developing skills in presenting my sketchbook. I show my observations in a straightforward way and include basic details. I use some media and techniques but it is often unrefined. <b>I can develop my comment son artist styles and work, using key art words</b></p>	<p>I can present a personal response that shows <b>links to the work</b> this half term.</p> <p>I can <b>evaluate my own work</b> and that of others and adapt and refine my ideas</p>
7.4-5	<p><b>The research I collect is often predictable and the information and images are appropriate</b>. My design ideas are partially developed and I sometimes use the work of others to help with the planning of my ideas.</p>	<p>I can apply my <b>technical knowledge and skills to create my own work</b> using the qualities of materials, processes and formal elements.</p>	<p>I use my sketchbook to show my observations with some thought for presentation and accuracy.</p> <p>I show <b>developing control</b> in media and techniques and show my ideas with some detail. I can <b>apply artist styles and work, using key art words to my analysis.</b></p>	<p>I can present a skilful personal response that shows an understanding of my research this half term.</p> <p>I can <b>provide a reasoned evaluation</b> of my own work.</p>
7.6-7	<p>The research I collect is <b>effective and I select quality ideas and images</b>. My design ideas are individual and developed. I refer to some relevant artists when planning out my ideas.</p>	<p>I can <b>demonstrate confident understanding and use of materials, processes and the formal method</b> of these thoughtfully.</p>	<p>I use my sketchbook to <b>neatly and with purpose to record observations with some accuracy and detail</b>.</p> <p>I can use media and techniques <b>shown to me appropriately and consistently</b>. I can <b>confidently apply artist styles and work, using key art words to my analysis.</b></p>	<p>I have an <b>excellent ability to present a personal response that shows good links</b> to my research. I can <b>explain and evaluate</b> my understanding of my own work and that of others.</p>
7.7-8	<p>Research I collect is <b>selected from lots of sources and I choose good quality images and information</b>. My design ideas are developed in detail and I consider the work of artists when I work out ideas in both practical and written form.</p>	<p>I can <b>explore and refine materials and processes independently</b>, making decisions with confidence.</p>	<p>My sketchbook is presented <b>neatly and clearly</b>. I can record observations with a <b>good level of detail and accuracy and</b> show my ideas with detail. I <b>carefully use all media and techniques with ease and control</b>.</p>	<p>I have an <b>excellent ability to present a personal response that shows strong links</b> to my research. I can <b>confidently and independently explain and evaluate</b> my understanding of my own work and that of others.</p>

7.9	I collect a diverse range of ideas and information and carefully select and refine my research. My design ideas are thoughtfully and thoroughly developed. I use work of artists to design imaginative new ideas.	I can confidently and independently explore and refine materials and processes, making decisions with confidence and understanding my thought process.	I keep my sketchbook neat and thoughtfully presented. I can record observations with a high level of detail and accuracy and show my ideas in depth. I confidently use all media and techniques with ease and control. I can confidently apply artist styles and work, using key art words to my analysis.	I can demonstrate an exceptional ability to present a personal response relevant to my research and intentions. I can confidently express my thoughts, evaluate and explain my reasoning in both mine and others work. I can use subject specific vocabulary effectively.
-----	---	--	--	---



Old yr7 work before project

<b>Content Overview</b>	<b>Colour Wheel and colour Theory</b>	<b>Artist research</b> Rex Ray, Michelle Brown, Patrick Heron	<b>Drawing unit</b> Natural Forms Line, tone and shade	<b>Drawing unit</b> Natural Forms Line, shade and tone	<b>Pop art</b> Style and artist research Andy Warhol	<b>Pop art</b> Portrait pop art and research Roy Lichtenstein
<b>Aims</b>	Students develop understanding of the Elements of colour and provide students with a foundation of artistic vocabulary for use at KS3	Students gain an understanding of the colour wheel and artist research - Rex Ray/Patrick Heron	Students explore the techniques involved in observational drawing including tone/shade. Introduction to Collage work.	Students explore natural forms including colour shade/tones and the artist Robert Kushner.	Students develop a knowledge of what Pop art is and research and explore art work by Andy Warhol and still life	Students develop a knowledge of what Pop art is and research and explore art work by Roy Lichtenstein and Pop art portraits / collage
<b>Literacy</b>	<b>Listening and Talking:</b> Group Discussions	<b>Reading:</b> Analyse and Evaluate new information	<b>Listening:</b> Active Listening (solving problems working in groups)	<b>Writing:</b> Artist research	<b>Listening and Talking:</b> Active Listening (solving problems) Individual Talk /group talk	<b>Reading/ Writing</b> Apply knowledge into own contexts with increasing independence. And art research / evaluation
<b>Cross-Curricular</b>	<b>English:</b> Vocabulary of colour theory and elements of art/Spellings	<b>English:</b> Discussions about artists and written annotation	<b>Science:</b> Difference in nature/ natural formations	<b>Geography:</b> Learning about the world around us	<b>History:</b> Learning about a period of time	<b>English:</b> Discussions about artists and written annotation
<b>Skills</b>	<ul style="list-style-type: none"> <li>-Have an understanding of the basics of art and design.</li> <li>-Draw from observation and develop your understanding of shape and form</li> <li>-How to research an artist and create an artist research page.</li> <li>-Use appropriate terminology to discuss and evaluate my own and the work of others.</li> </ul> <p><b>By the end of this half term I will be able to:</b></p> <ul style="list-style-type: none"> <li>-Demonstrate my understanding of colour theory and to apply my knowledge to my work.</li> <li>-Understand the colour wheel and warm/cold colours.</li> <li>- Know the terminology associated with the colour wheel. Complimentary, secondary, primary and tertiary colours.</li> </ul>	<ul style="list-style-type: none"> <li>-Have an understanding of the basics of art and design.</li> <li>-Draw from observation and develop your understanding of shape and form</li> <li>-How to research an artist and create an artist research page.</li> <li>-Use appropriate terminology to discuss and evaluate my own and the work of others.</li> </ul> <p><b>By the end of this half term I will be able to:</b></p> <ul style="list-style-type: none"> <li>- Demonstrate my understanding of colour theory and to apply my knowledge to my work.</li> <li>- Develop an understanding and research Rex Ray, Michelle Brown, Patrick Heron use their style to influence their final piece</li> </ul>	<ul style="list-style-type: none"> <li>Have an understanding of the basics of art and design.</li> <li>-Draw from observation and develop your understanding of shape and form</li> <li>-How to research an artist and create an artist research page.</li> <li>-Use appropriate terminology to discuss and evaluate my own and the work of others.</li> </ul> <p><b>By the end of this half term I will be able to:</b></p> <ul style="list-style-type: none"> <li>-Draw from observation and develop your understanding of shape and form.</li> <li>- create close up observational drawings in monochrome and colour</li> <li>-Develop research on the Artist and use their work to inspire my own.</li> </ul> <p>Collage work, mixed media skills</p>	<ul style="list-style-type: none"> <li>- Have an understanding of the basics of art and design.</li> <li>-Draw from observation and develop your understanding of shape and form</li> <li>-How to research an artist and create an artist research page.</li> <li>-Use appropriate terminology to discuss and evaluate my own and the work of others.</li> </ul> <p><b>By the end of this half term I will be able to:</b></p> <ul style="list-style-type: none"> <li>-Draw from observation and develop your understanding of shape and form.</li> <li>- Make a transcript of Robert Kushner's work.</li> <li>-Develop research on the Artist and use their work to inspire my own.</li> <li>Collage work, mixed media skills</li> </ul>	<ul style="list-style-type: none"> <li>-Have an understanding of the basics of art and design.</li> <li>--How to research an artist and create an artist research page.</li> <li>-Use appropriate terminology to discuss and evaluate my own and the work of others</li> </ul> <p><b>- By the end of this half term I will be able to:</b></p> <ul style="list-style-type: none"> <li>- Develop an understanding of the artist Andy Warhol and the art movement of Pop art.</li> <li>- Demonstrate an understanding of using an artist to inspire my artwork- Andy Warhol.</li> <li>- To research and make an artist information page about Andy Warhol.</li> </ul>	<ul style="list-style-type: none"> <li>-Have an understanding of the basics of art and design.</li> <li>Have understanding of time and periods of art</li> <li>--How to research an artist and create an artist research page.</li> <li>-Use appropriate terminology to discuss and evaluate my own and the work of others</li> </ul> <p><b>- By the end of this half term I will be able to:</b></p> <ul style="list-style-type: none"> <li>- Develop an understanding of the artist Roy Lichtenstein and the art movement of Pop art.</li> <li>- Demonstrate an understanding of using an artist to inspire my artwork- Roy Lichtenstein</li> <li>- To research and make an artist information page about Roy Lichtenstein</li> </ul>
	<b>Formative:</b>	<b>Formative:</b>	<b>Formative:</b> Questioning WWW/EBI	<b>Formative:</b> Questioning WWW/EBI	<b>Formative:</b> Questioning WWW/EBI Still life Andy Warhol inspired	<b>Formative:</b> Questioning WWW/EBI

**MTP Year.7 - Intent, Implementation, Impact**

Autumn		Spring		Summer	
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Colour Wheel and colour Theory</b>	<b>Artist research Rex Ray, Michelle Brown, Patrick Heron</b>	<b>Drawing unit Natural Forms Line, tone and shade</b>	<b>Drawing unit Natural Forms Line, shade and tone</b>	<b>Pop art Style and artist research Andy Warhol</b>	<b>Pop art Portrait pop art and artist research Roy Lichenstein</b>
<p><b>Intent:</b></p> <ul style="list-style-type: none"> <li>produce creative colour wheel inspired work, exploring their ideas and recording their experiences</li> <li>evaluate and analyse their personal interpretations of colour wheel themed work and creative works using the language of art, craft and design.</li> </ul> <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>Explore what is meant by Primary, Secondary and tertiary colours</li> <li>Explore the formation of the colour wheel</li> <li>Practically paint a colour wheel</li> <li>Practically paint and shades of primary, secondary and tertiary colours</li> <li>Baseline Assessment gain a better idea of student's prior knowledge.</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>Group Discussions to check understanding and address misconceptions.</li> <li>Knowledge Drill; Verbal Feedback /</li> </ul>	<p><b>Intent:</b></p> <ul style="list-style-type: none"> <li>produce creative work based on Rex Ray and Michelle Brown and Patrick Heron, exploring their ideas and recording their experiences</li> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques linked to artists</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists,- Rex Ray/Patrick Heron and Michelle Brown and understand the historical and cultural development of their art forms.</li> </ul> <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>Knowledge Drill (Written Quiz on Key Words)</li> <li>Explore the art works of Rex Ray, creating transcripts, collagraph plates and create own response to his work.</li> <li>Explore the art works of Patrick Heron, creating transcripts, repetitive patterns and create own response to his work.</li> <li>Baseline Assessment gain a better idea of student's prior knowledge.</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>Students have the confidence to paint own pieces based on artists.</li> <li>Students can discuss the</li> </ul>	<p><b>Intent:</b></p> <ul style="list-style-type: none"> <li>produce creative work, exploring their ideas and recording their experiences based on observational drawings of natural forms</li> <li>become proficient in drawing, painting.</li> <li>To be proficient in line, sketches and shading</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> </ul> <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>Create transcripts of natural forms</li> <li>Students should be able to support one another and comment on their art work- peer assess. Students will draw from observation</li> <li>Students must produce mini timed sketches of natural forms</li> <li>When offered verbal feedback students can adapt their final piece/paintings to improve the quality.</li> <li>Knowledge Drill (Written Quiz on Key Words)</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>Successful group art work.- peer assess.</li> <li>Good communication skills during group discussions.</li> </ul>	<p><b>Intent:</b></p> <ul style="list-style-type: none"> <li>produce creative work based on Robert Kushner and collage /natural form artists, exploring their ideas and recording their experiences</li> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques linked to artists</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists,- Robert Kushner and understand the historical and cultural development of their art forms.</li> </ul> <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>Students will explore the work and collage work based on natural forms</li> <li>Students will research and produce transcripts based on Robert Kushner work</li> <li>Students will create a final piece based on Robert Kushner work.</li> <li>Pupils should be able to comment on WWW and EBI in line with progress targets.</li> <li>Knowledge Drill (Written Quiz on Key Words)</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>Improve their communication skills when discussing art work</li> <li>; Team work, problem solving, support.</li> <li>Learn about a new style of</li> </ul>	<p><b>Intent:</b></p> <ul style="list-style-type: none"> <li>produce creative work, inspired by the art movement Pop art exploring their ideas and recording their experiences</li> <li>know about great artists- Andy Warhol, and understand the historical and cultural development of their art forms.</li> <li>evaluate and analyse creative works of the Pop art movement and Andy Warhol using the language of art, craft and design</li> </ul> <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>To learn about the art movement Pop art and particular related artists Learning through Quizzes, Knowledge Drills, Whiteboards, Kahoot, Questioning and creating art work.</li> <li>Students to use visual aids/ fun videos to find out about the artist Andy Warhol</li> <li>Students must be able to recreate transcripts based on print and Andy Warhol</li> <li>And be able to create a final piece inspired by his art.</li> <li>Knowledge Drill (Written Quiz on Key Words)</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>If students have understood the art movement and the relevant artists</li> <li>Responding to feedback that then improves upon their original creative piece</li> <li>Knowledge Drill;</li> </ul>	<p><b>Intent:</b></p> <ul style="list-style-type: none"> <li>produce creative work based on Pop art and Roy Lichenstein, exploring their ideas and recording their experiences</li> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists- pop art artists and Roy Lichenstein, and understand the historical and cultural development of their art forms.</li> </ul> <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>Explore the History of pop art and art in the past looking at this era in context questioning the purpose of this genre in society at this time.</li> <li>Students will create a final piece based and inspired by Pop art and Roy Lichenstein's portraits and comic strips</li> <li>Investigate the textural layers of a great pop art piece of work</li> <li>Knowledge Drill (Written Quiz on Key Words)</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>Better understanding of the pop art era and style of art</li> <li>Can create a pop art style piece of art based on a comic strip and portraits.</li> <li>Understand the concept of shading and tones.</li> <li>Improve art evaluation writing</li> </ul>

Year 7	AO1 – INVESTIGATE	AO2 – DEVELOP/REFINE	AO3-RECORD	AO4-PRESENT
7.1-2	<p>I can <b>select</b> information and resources to develop my work.</p> <p>Research I collect is very basic and some information or images are sometimes not relevant. My design ideas are basic and under developed and I rarely use the work of artists to help me.</p>	<p>I can <b>experiment and develop a range of practical skills</b> and use the qualities of materials and processes to create my work.</p>	<p>I can present my sketchbook in a very basic manner.</p> <p>My observations are only partly developed and show little or no detail. When using media or techniques it is basic and not <del>developed</del> <b>refined. I can comment on artist styles and work</b></p>	<p>I can present a personal response that shows simple understanding of the work this half term.</p> <p>I can <b>discuss my own work and that of others</b> and consider how I might refine my ideas.</p>
7.3	<p>I can use a <b>variety of ways to investigate and respond to ideas</b>. I can select resources independently.</p> <p>The research I collect is often predictable and the information and images are appropriate. My design ideas are partially developed and I sometimes use the work of others to help with the planning of my ideas.</p>	<p>I can use my technical knowledge of materials and processes to develop my work</p>	<p>I show some developing skills in presenting my sketchbook. I show my observations in a straightforward way and include basic details. I use some media and techniques but it is often unrefined. <b>I can develop my comment son artist styles and work, using key art words</b></p>	<p>I can present a personal response that shows links to the work this half term.</p> <p>I can <b>evaluate my own work</b> and that of others and adapt and refine my ideas</p>
7.4-5	<p><b>The research I collect is often predictable and the information and images are appropriate</b>. My design ideas are partially developed and I sometimes use the work of others to help with the planning of my ideas.</p>	<p>I can apply my technical knowledge and skills to create my own work using the qualities of materials, processes and formal elements.</p>	<p>I use my sketchbook to show my observations with some thought for presentation and accuracy.</p> <p>I show <b>developing control</b> in media and techniques and show my ideas with some detail. I can <b>apply artist styles and work, using key art words to my analysis.</b></p>	<p>I can present a skilful personal response that shows an understanding of my research this half term.</p> <p>I can <b>provide a reasoned evaluation</b> of my own work.</p>
7.6-7	<p>The research I collect is <b>effective and I select quality ideas and images</b>. My design ideas are individual and developed. I refer to some relevant artists when planning out my ideas.</p>	<p>I can <b>demonstrate confident understanding and use of materials, processes and the formal method of these thoughtfully.</b></p>	<p>I use my sketchbook to neatly and with purpose to record observations with some accuracy and detail.</p> <p>I can use media and techniques <b>shown to me appropriately and consistently</b>. I can confidently apply artist styles and work, using key art words to my analysis.</p>	<p>I have an excellent ability to present a personal response that shows good links to my research. I can <b>explain and evaluate</b> my understanding of my own work and that of others.</p>
7.7-8	<p>Research I collect is <b>selected from lots of sources and I choose good quality images and information</b>. My design ideas are developed in detail and I consider the work of artists when I work out ideas in both practical and written form.</p>	<p>I can <b>explore and refine materials and processes independently</b>, making decisions with confidence.</p>	<p>My sketchbook is presented neatly and clearly. I can record observations with a good level of detail and accuracy and show my ideas with detail. I <b>carefully use all media and techniques with ease and control.</b></p>	<p>I have an excellent ability to present a personal response that shows strong links to my research. I can confidently and independently <b>explain and evaluate</b> my understanding of my own work and that of others.</p>



7.9	I collect a diverse range of ideas and information and carefully select and refine my research. My design ideas are thoughtfully and thoroughly developed. I use work of artists to design imaginative new ideas.	I can confidently and independently explore and refine materials and processes, making decisions with confidence and understanding my thought process.	I keep my sketchbook neat and thoughtfully presented. I can record observations with a high level of detail and accuracy and show my ideas in depth. I confidently use all media and techniques with ease and control. I can confidently apply artist styles and work, using key art words to my analysis.	I can demonstrate an exceptional ability to present a personal response relevant to my research and intentions. I can confidently express my thoughts, evaluate and explain my reasoning in both mine and others work. I can use subject specific vocabulary effectively.
-----	---	--	--	---

# STP Year 7 (Autumn Half Term 1) - Colour Wheel: Elements of Art LESSONS

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (7. 1-2)	Silver (7.3-4)	Gold (7.5-6)	Platinum (7.7+)
1	Welcome / Baseline Test	<p>Baseline test - 3d object to assess your drawing level on entry and understanding of shape, tone and form( 30 -40 mins)</p> <p>Understand the basic principles of colour theory to demonstrate an understanding of the colour wheel and how it is used to inform artisits' work.</p>	<p>I can copy a <u>basic</u> shape of a 3d shape/object with some relevant size and position.</p> <p>I can <u>comment</u> on my drawing</p> <p>I can <u>comment</u> on the basic principles of the colour wheel and colour theory.</p>	<p>I can copy the basic shape of a 3d shape/object showing <u>consistent</u> /relevant size and position.</p> <p>I can <u>comment</u> and evaluate my drawing and say what will improve my work</p> <p>I can <u>comment</u> on the basic principles of the colour wheel and name the primary and secondary colours.</p>	<p>I can accurately show the shape of a 3d shape/object showing <u>a high ability</u> to make the shape 3d using shade and tone.</p> <p>I can <u>analyze</u> and evaluate my drawing to a high ability using adjectives and subject specific language</p> <p>I can <u>analyze</u> the basic principles of the colour wheel and name the primary, secondary colours and Tertary colours and the significance of them.</p>	<p>I can accurately show the shape of a 3d shape/object showing <u>an exceptional ability</u> to make the shape realistic and 3d using shade and tone.</p> <p>I can <u>analyze</u> and evaluate my drawing to an exceptional ability using complex sentences and subject specific language. I can explain improvements and act upon advice.</p> <p>I can <u>analyze</u> the basic principles of the colour wheel and name the primary, secondary colours and Tertary colours and the significance of them. I can explain how they are mixed with examples.</p>
2	Underst and the Element s of Art	<p>Understanding of the elements of art, created through an interactive notebook style of learning and presenting- class/group discussion to match the cards on groups and then discuss as class and use to inform books</p> <p>Complete the elements of art interactive page matching elements of art</p>	<p>I can <u>comment</u> on the basic elements of art are and why we have them</p>	<p>I can <u>comment</u> on and match the basic elements of art and explain at least 3-4 of them.</p>	<p>I can <u>analyze</u> and understand at least 5-6 of the elements of Art and explain their meaning.</p>	<p>I can <u>analyze</u> and understand all of the elements of Art and explain their meaning. Discussion and explanation to peers and class.</p>

# STP Year 7 (Autumn Half Term 1) - Colour Wheel: Elements of Art LESSONS

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (7. 1-2)	Silver (7.3-4)	Gold (7.5-6)	Platinum (7.7+)
3	Colour wheel	<p>the colour wheel- look at the balloons and discuss powerpoint.</p> <ul style="list-style-type: none"> <li>Look at the colour wheel and paint the colour wheel basic in class on the card.- use water colours/acrylics</li> </ul> <p>finish any elements of art lesson work</p>	<p>I can <u>comment</u> on what I can see on the colour wheel</p> <p>I can fill in the primary and secondary colours on a colour wheel</p>	<p>I can <u>comment</u> and ask for help from my partner or Miss Walker if I need help during a task.</p> <p>I can</p> <p>I can independently fill in the primary and secondary colours on a colour wheel and label them.</p>	<p>I can <u>comment</u> and communicate effectively whilst working with my partner.</p> <p>I will independently and accurately complete the colours on the colour wheel.</p>	<p>I can <u>describe</u> and give examples of what the Elements of Art are.</p> <p>I can describe the colours and position on a colour wheel using subject specific language</p>
4	Primary/secondary colours and colour theory	<ul style="list-style-type: none"> <li>Practical colour wheel use balloons and cards. Watch powerpoint</li> <li>on double page Colour in the primary colour and secondary colour wheels and annotate page with a description</li> </ul> <p>Look at Tertiary colours- paint in the colour boxes to help with the homework- annotate</p>	<p>I can <u>portray</u> the correct colours for primary and secondary colour shades but sometimes find it hard to get the shades accurate.</p>	<p>I can <u>portray</u> the correct colour shades for primary and secondary colours but sometimes find it tricky to explain and get the Tertiary colours accurate</p>	<p>I can <u>portray</u> the correct shades for the primary, secondary and tertiary colours in front of my class with some confidence</p>	<p>I can accurately <u>portray</u>, <u>comment</u> and <u>communicate</u> effectively about the various elements of art/ colour wheel and colour using subject specific vocabulary.</p>

# STP Year 7 (Autumn Half Term 1) - Colour Wheel: Elements of Art LESSONS

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (7. 1-2)	Silver (7.3-4)	Gold (7.5-6)	Platinum (7.7+)
5	Harmonious colours and complimentary colours	<p>Look at mixing colours- Yellow and red = orange – label Red and blue = purple- label Blue and yellow = green- label- annotate</p> <p>I understand harmonious colours and the colour wheel- colours next to each other on the colour wheel and complimentary colours- crayons- Green and red, purple and yellow and then orange and blue. Plus wheel next to that. Annotate as a class description off the board.</p>	<p>I can <u>comment</u> on what I can see when I mix colours I can <u>portray</u> harmonious colours and understand complimentary colours</p>	<p>I can <u>comment</u> on how colours are made by mixing primary and secondary I can <u>independently describe</u> and create work based on complimentary and harmonious colours</p>	<p>I can <u>comment</u> and communicate effectively whilst working with my partner. I will independently and accurately complete mixing colours and complimentary colours using subject specific language.</p>	<p>I can <u>describe</u> and give examples of what the harmonious colours are. I can describe the colours when mixing and describing complimentary colours using subject specific language I can <u>portray</u> these accurately practically</p>
6/7	Warm and cold colours  Begin creative individual colour wheel canvas	<p>Look at warm and cool colours- make a creative page using shapes and patterns similar to Rex Ray.. Draw squares and in those draw a design then colour one in only warm colours and the second only in cold colours.- use pencil crayons.</p> <p>Start a crayon creative colour wheel canvas- complete at home - assessed verbally and practically</p>	<p>I can <u>portray</u> the correct colours for warm and cold colour shades but sometimes find it hard to get the shades accurate.</p> <p>I can use my knowledge to create a basic colour wheel creative canvas</p>	<p>I can <u>portray</u> the correct colour shades for warm and cold colours but sometimes find it tricky to explain and get the shades accurate</p> <p>I can use my knowledge to create a creative colour wheel canvas- most colours in correct place</p>	<p>I can <u>portray</u> the correct shades for the warm and cold colours in front of my class with some confidence</p> <p>I can use my knowledge and create an accurate colour wheel shaded creative canvas</p>	<p>I can accurately <u>portray</u>, <u>comment</u> and <u>communicate</u> effectively about the various elements of art/ colour wheel and colour theory using subject specific vocabulary.</p> <p>I can independently and successfully create an exceptional creative colour wheel inspired canvas</p>



**STP Year 7 (Autumn Half Term 2) – Colour theory and Rex Ray: artist research Skills LESSONS**

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (7. 1-2)	Silver (7. 3-4)	Gold (7.5-6)	Platinum (7. 7+)
1	Recap- colour theory  Artist research	To recap practically the colours of the colour wheel and all known terminology- warm, cold, complimentary, primary, secondary and tertiary.- (knowledge drill)  Introduce <b><u>local artist – Peter Hill-</u></b> powerpoint Groups tasks to analyse work they need to use criteria and discuss his work. Feed back to class and discuss. <b><u>Complete artist research page on with transcript of Peter Hill's work</u></b>	I can <u>discuss</u> Peter Hill's work with help from my group and Miss Walker.  I can complete a copy/transcript of Peter's work with the help of Miss Walker	I can <u>comment</u> on art work describing how artistic elements have or should be used.  I can complete a transcript of Peter's work	I can <u>comment</u> on art work describing how artistic elements have or should be used in front of others with confidence.  I can complete a detailed transcript of Peter's work	I can <u>comment</u> with detailed descriptions on the art work with reference to stylistic features and elements of art.  I can complete a detailed transcript of Peter's work
2	Observational drawings of trees	To go out and do observational drawings of trees and forest area in the style of Peter Hill	I can complete an observational drawing page with help from my group and Miss Walker	I can <u>comment</u> and share good ideas whilst listening to other's suggestions. I can complete an observational drawing page independently	I can confidently <u>comment</u> and share good ideas whilst listening to other's suggestions. I can complete a creative, independent observational drawing page independently	I can <u>comment</u> with detailed descriptions on how to improve my own work and the work of others with reference to stylistic features and elements of art.  I can complete a creative, individual observational drawing page independently
3	Collagraph plate	To create a collagraph plate in the style of Peter Hill	I can <u>comment</u> on the use of basic techniques for a collagraph plate. I can <u>follow instructions</u> to make my own with some help.	I can understand, follow instructions and evaluate techniques to create an individual collagraph plate.	I can confidently understand, follow instructions and evaluate techniques to create an individual collagraph plate. I can print my work independently.	I can <u>comment</u> and communicate extremely well within a group by sharing ideas and listening to others.  I can confidently understand, follow instructions and evaluate techniques to create an individual collagraph plate. I can print my work independently.

**STP Year 7 (Autumn Half Term 2) - Colour theory and Rex Ray: artist work - LESSONS**

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (7. 1-2)	Silver (7. 3-4)	Gold (7.5-6)	Platinum (7. 7+)
5		To paint their own Peter Hill inspired landscape /tree painting	I can <u>design/draw my landscape artwork</u> with help from my group and Miss Walker.	I can <u>comment</u> on my design and colour choice I can complete my own landscape artwork independently	I can confidently <u>comment</u> on my design and colour choice I can complete my own landscape artwork independently and explain in front of others with confidence.	I can complete an exceptional piece of artwork independently I can <u>comment</u> with detailed descriptions on how to improve my own work and the work of others with reference to stylistic features and elements of art
6			I can <u>complete/draw my Rex Ray artwork</u> with help from my group and Miss Walker.	I can <u>comment</u> on my design and colour choice I can complete my Rex Ray artwork independently	I can confidently <u>comment</u> on my design and colour choice I can complete my Rex Ray artwork independently and explain in front of others with confidence.	I can complete an exceptional Rex Ray artwork independently I can <u>comment</u> with detailed descriptions on how to improve my own work and the work of others with reference to stylistic features and elements of art

# STP Year 7 (Spring Half Term 3) - Natural Forms - observational drawing/sketches LESSONS

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (7.1-2)	Silver (7.3-4)	Gold (7.5-6)	Platinum (7.7+)
1	Introduction and Baseline assessment	Observational drawing /copy a section of an image of a leaf. (Close ups)	I can <u>comment</u> on my baseline assessment. I can get the basic shape correct and basic detail.	I can <u>comment</u> on my baseline assessment and others. I can recreate a true likeness and attempt some shading.	I can <u>comment</u> on and compare baseline assesments using more subject specific language. I can recreate the baseline assessment using acurrate detail and shade.	I can <u>comment</u> on and compare baseline assessments using subject specific language. I use exceptional drawing, shading skills to create my baseline.
2	Close ups	Observational drawings based on real or 2d images of coloured leaves/flower sections.	I can <u>comment</u> on my baseline assessment. I can get the basic shape correct and basic detail.	I can <u>comment</u> on my baseline assessment and others. I can recreate a true likeness and attempt some shading.	I can <u>comment</u> on and compare baseline assesments using more subject specific language. I can recreate the baseline assessment using acurrate detail and shade.	I can <u>comment</u> on and compare baseline assessments using subject specific language. I use exceptional drawing, shading skills to create my baseline.
3	Collage work	Collage work based on natural forms	I can collage images but sometimes find it hard to think how to creatively arrange them.	I can collage images and choose them <u>appropriately</u> . I can discuss my choices.	I can choose and collage images in a creative manner and discuss my choices confidently .I <u>can compare and evaluate</u> peer assessment.	I can choose and collage images in a creative manner and discuss my choices <u>confidently using subject specific language</u> . I <u>can compare and evaluate</u> peer assessment.
4	View finder transcripts	To create a sectional drawing by using a view finder.	I can use a view finder to draw out a section of a flower and add detail and colour.	I can follow instructions to make a simple view finder. I can use it accurately to draw the section in detail and in colour.	I can follow instructions to make a view finder. I can use it accurately to draw the section to a high standard in detail and in colour. I can evaluate my drawing.	I can follow instructions to make a accurate view finder. I can use it accurately to to draw it to an exceptional ability with accurate detail and in colour. I can evaluate my drawing and that of others using subject specific language..

# STP Year 7 (Spring Half Term 3) - Natural Forms - observational drawing/sketches LESSONS

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (7.1-2)	Silver (7.3-4)	Gold (7.5-6)	Platinum (7.7+)
5	View finder work continued	To create a sectional drawing by using a view finder.	I can use a view finder to draw out a <u>basic</u> section of a flower and add detail and colour.	I can follow instructions to make a simple view finder. I can use it <u>accurately</u> to draw the section in detail and in colour.	I can follow instructions to make a view finder. I can use it <u>accurately</u> to draw the section to a <u>high standard in detail</u> and in colour. I can <u>evaluate</u> my drawing.	I can follow instructions to make a accurate view finder. I can use it accurately to to draw it to an <u>exceptional ability with accurate detail and in colour</u> . I can evaluate my drawing and that of others <u>using subject specific language..</u>
6	Shading techniques and drawing 3d natural forms.	To shade a 3d object/natural form (graphite/shading pencils)	I can draw the <u>basic</u> shape as accurately as possible and add <u>some</u> shade.	I can draw the 3d shape with <u>ever growing accuracy</u> and I can shade dark - light in <u>aspects</u> of the shape.	I can draw the 3d shapes to a <u>high ability</u> and shade dark-light to make the shade 3d and look realistic in tone.	I can draw the 3d shapes to a <u>exceptiojnal ability</u> and shade dark-light to make the shade 3d and look realistic in tone. I can <u>comment</u> on mine and others work using subject specific language.



# STP Year 7 (Spring Half Term 4) - Natural Forms - Artist research - Robert Kushner LESSONS

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (7.1-2)	Silver (7. 3-4)	Gold (7. 5-6)	Platinum (7. 7+)
1	Artist research- Group analysing	To <u>recognise</u> and <u>name</u> artists that develop natural forms. To analyse information about an artist-group/peer work	I can <u>comment</u> on the work of Robert Kushner	I can <u>comment</u> on the work of Robert Kushner and give my opinion. I can acknowledge other opinions.	I can <u>comment</u> on the work of Robert Kushner using appropriate artistic vocabulary. I can evaluate, analyse and take into consideration others opinions. With confidence.	I can <u>comment</u> on the work of Robert Kushner demonstrating an outstanding knowledge.  . I can evaluate, analyse and take into consideration others opinions. I can lead a discussion.
2	Artist research page	To show an understanding of the artist Robert Kushner and apply it to an artist research page.	I can <u>apply</u> my knowledge of Robert Kushner's work by using adult led prompts.	I can <u>apply</u> my knowledge of Robert Kushner's art work and create a artist page confidently.	I can <u>independently apply</u> my knowledge of Robert Kushner's art work and create a artist page to a <u>high ability</u> . I can use subject specific language and vocalise my opinion on the art work.	I can <u>independently apply</u> my knowledge of Robert Kushner's art work and create an artist page to an <u>exceptional ability</u> . I can use <u>subject specific language</u> and vocalise my opinion on the art work <u>relating it to the artist work</u> .
3 / 4	Robert Kushner Transcript	Make a transcript of Robert Kushner's work.  Develop research on the Artist and use their work to inspire my own.	I can <u>apply</u> my knowledge of Robert Kushner's work by using adult led prompts.	I can <u>apply</u> my knowledge of Robert Kushner's art work and create a transcript confidently.	I can <u>independently apply</u> my knowledge of Robert Kushner's art work and create a transcript to a <u>high ability</u> . I can use subject specific language and vocalise my opinion on the art work.	I can <u>independently apply</u> my knowledge of Robert Kushner's art work and create a transcript to an <u>exceptional ability</u> . I can use <u>subject specific language</u> and vocalise my opinion on the art work <u>relating it to the artist work</u> .
5 / 6	Assessed piece- own Robert Kushner inspired piece	Make own response piece to Robert Kushner's work involving colour and concepts learnt. To make a piece inspired by Robert Kushner. Collage work, mixed media skills- <b>assessed piece</b>	I can <u>apply</u> my knowledge of Robert Kushner's work by using adult led prompts. I can achieve a basic design.	I can <u>apply</u> my knowledge of Robert Kushner's art work and create a personal response to his work confidently.	I can <u>independently apply</u> my knowledge of Robert Kushner's art work and create a personal response to a <u>high ability</u> . I can use subject specific language and vocalise my opinion on the art work.	I can <u>independently apply</u> my knowledge of Robert Kushner's art work and create a personal response to an <u>exceptional ability</u> . I can use <u>subject specific language</u> and vocalise my opinion on the art work <u>relating it to the artist work</u> .

# STP Year 7 (Summer Half Term 5) - Pop Art style art/movement LESSONS

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (7.1-2)	Silver (7.3-4)	Gold (7.5-6)	Platinum (7.7+)
1	Introduction to Pop Art. Baseline assessment.	<u>Understand</u> what Pop art is and the art movement.	<p>I can <u>comment</u> on the Pop Art movement and can relate my opinion.</p> <p>I can <u>recreate</u> a basic pop art piece of art.</p>	<p>I can <u>comment</u> on the Art movement 'Pop Art' and give my opinion. I can acknowledge other opinions.</p> <p>I can <u>recreate</u> a pop art piece with confidence.</p>	<p>I can <u>comment</u> on the Art movement 'Pop Art' using appropriate artistic vocabulary. I can evaluate, analyse and take into consideration others opinions. With confidence. I can <u>recreate to a high ability</u> a pop art piece with confidence and skill.</p>	<p>I can <u>comment</u> on the Art movement 'Pop Art' demonstrating an outstanding knowledge.</p> <p>. I can evaluate, analyse and take into consideration others opinions. I can lead a discussion. I can <u>recreate an exceptional</u> pop art piece with confidence and skill..</p>
2 / 3	Andy Warhol and Pop Art.	<u>Develop an</u> understanding of Andy Warhol and begin an artist research page about Pop art and Andy Warhol	<p>I can <u>comment</u> on the Pop Art movement and the art of Andy Warhol</p> <p>I can <u>create</u> a basic pop art/Andy Warhol inspired artist page.</p>	<p>I can <u>comment</u> on the Pop Art movement and the art of Andy Warhol I can give my opinion.</p> <p>I can <u>create</u> a pop art/Andy Warhol inspired artist page with confidence.</p>	<p>I can <u>comment</u> on the Pop Art movement and the art of Andy Warhol with confidence. I can give my opinion and listen to those of others.</p> <p>I can <u>create</u> a pop art/Andy Warhol inspired artist page with confidence and to a high ability. I can include my opinions.</p>	<p>I can <u>comment</u> on the Art movement 'Pop Art' and Andy Warhol demonstrating an outstanding knowledge.</p> <p>. I can evaluate, analyse and take into consideration others opinions. I can <u>create an exceptional</u> pop art and Andy Warhol inspired art page with confidence and skill.(Include opinion and transcript)</p>
4	Pop art style writing	<u>Create</u> Pop art style lettering	<p>I can <u>comment</u> on the Pop Art style lettering and the art of Andy Warhol</p> <p>I can <u>create</u> a basic pop art style lettering with some assistance.</p>	<p>I can <u>comment</u> on the Pop Art movement and the art of Andy Warhol I can give my opinion.</p> <p>I can <u>create</u> a pop art style lettering with confidence.</p>	<p>I can <u>comment</u> on the Pop Art movement and the art of Andy Warhol with confidence. I can give my opinion and listen to those of others.</p> <p>I can <u>create</u> a pop art style lettering with confidence and to a high ability. I can personalize my work</p>	<p>I can <u>comment</u> on the Art movement 'Pop Art' and Andy Warhol demonstrating an outstanding knowledge.</p> <p>I can <u>create an exceptional and individual</u> pop art style lettering with confidence and skill.</p>

# STP Year 7 (Summer Half Term 5) - Pop Art style art/movement LESSONS

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (7.1-2)	Silver (7.3-4)	Gold (7.5-6)	Platinum (7.7+)
4	Still life drawing objects	<p>Develop my drawing and scaling techniques</p> <p>Demonstrate an understanding of using an artist to inspire my artwork- Andy Warhol. Develop my drawing and still life observational skills</p>	I can use my observational skills and draw the <u>basic</u> shape as accurately as possible and add <u>some</u> shade.	I can use my observational skills and draw the 3d shape with <u>ever growing accuracy</u> and I can shade dark - light in <u>aspects</u> of the shape.	I can use my observational skills and draw the 3d shapes to a <u>high ability</u> and shade dark-light to make the shade 3d and look realistic in tone.	<p>I can use my observational skills and draw the 3d shapes to a <u>exceptiojnal ability</u> and shade dark-light to make the shade 3d and look realistic in tone.</p> <p>I can <u>comment</u> on mine and others work using subject specific language.</p>
5	Still life drawing in style of Andy Warhol/pop art	<p>Demonstrate an understanding of using an artist to inspire my artwork- Andy Warhol and Pop art.</p> <p>Develop my drawing and still life observational skills</p>	<p>I can <u>comment</u> on the Pop Art movement and the art of Andy Warhol</p> <p>I can <u>create</u> a basic pop art/Andy Warhol inspired still life object.</p>	<p>I can <u>comment</u> on the Pop Art movement and the art of Andy Warhol I can give my opinion.</p> <p>I can <u>create</u> a pop art/Andy Warhol inspired still life object with confidence.</p>	<p>I can <u>comment</u> on the Pop Art movement and the art of Andy Warhol with confidence. I can give my opinion and listen to those of others.</p> <p>I can <u>create</u> a pop art/Andy Warhol inspired still life object with confidence and to a high ability. I can include my opinions.</p>	<p>I can <u>comment</u> on the Art movement 'Pop Art' and Andy Warhol demonstrating an outstanding knowledge.</p> <p>. I can evaluate, analyse and take into consideration others opinions.</p> <p>I can <u>create an exceptional</u> pop art and Andy Warhol inspired atill life object with confidence and skill.</p>
	Evaluate	<u>Peer/self evaluate unit</u>	I can peer/self assess my work with help	I can peer/self assess my work with confidence	I can peer/self assess my work with subject specific language and reference.	I can /self assess my work with subject specific language/reference

**STP Year 7 (Summer Half Term 6) - Pop art - Roy Lichenstein and comic strips LESSONS**

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (7.1-2)	Silver (3-4)	Gold (5-6)	Platinum (7+)
1	Understand the grid method- Mona Lisa style portrait	<u>Learn</u> about and understand the grid method and repetitive pop art style art	I can understand the grid method and with guidance create a pop art style portrait .	I can understand the grid method and use it to accurately create a pop art style portrait	I can understand the grid method and confidently transfer my skills to creating a pop art style portrait	I can use the grid method confidently to create an exceptional pop art style portrait. I can evaluate my work using subject specific language.
2 / 3	Group analysis of artist -Roy Lichenstein	<u>Develop an</u> understanding of Roy Lichenstein and begin an artist research page about Pop art and Roy Lichenstein	<p>I can <u>comment</u> on the Pop Art movement and the art of Roy Lichenstein</p> <p>I can <u>create</u> a basic pop art/Roy Lichenstein inspired artist page.</p>	<p>I can <u>comment</u> on the Pop Art movement and the art of Roy Lichenstein. I can give my opinion.</p> <p>I can <u>create</u> a pop art/Roy Lichenstein inspired artist page with confidence.</p>	<p>I can <u>comment</u> on the Pop Art movement and the art of Roy Lichenstein with confidence. I can give my opinion and listen to those of others.</p> <p>I can <u>create</u> a pop art/Roy Lichenstein inspired artist page with confidence and to a high ability. I can include my opinions.</p>	<p>I can <u>comment</u> on the Art movement 'Pop Art' and Roy lichenstein demonstrating an outstanding knowledge.</p> <p>. I can evaluate, analyse and take into consideration others opinions.</p> <p>I can <u>create an exceptional</u> pop art and Roy Lichenstein inspired art page with confidence and skill.(Include opinion and transcript)</p>
4	Roy Lichenstein Transcript	Recreate a Roy Lichenstein transcript/piece of art work.	<p>I can <u>comment</u> on the Pop Art movement and the art of Roy Lichenstein</p> <p>I can <u>create</u> a basic pop art/Roy Lichenstein transcript with some guidance.</p>	<p>I can <u>comment</u> on the Pop Art movement and the art of Roy Lichenstein. I can give my opinion.</p> <p>I can <u>create</u> a pop art/Roy Lichenstein transcript with confidence.</p>	<p>I can <u>comment</u> on the Pop Art movement and the art of Roy Lichenstein with confidence. I can give my opinion and listen to those of others.</p> <p>I can <u>create</u> a pop art/Roy Lichenstein transcript with confidence and to a high ability. I can voice my opinions.</p>	<p>I can <u>comment</u> on the Art movement 'Pop Art' and Roy lichenstein demonstrating an outstanding knowledge.</p> <p>. I can evaluate, analyse and take into consideration others opinions.</p> <p>I can <u>create an exceptional</u> pop art and Roy Lichenstein transcript with confidence and skill.</p>



**STP Year 7 (Summer Half Term 6) - Pop art - Roy Lichenstein and comic strips LESSONS**

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (7.1-2)	Silver (3-4)	Gold (5-6)	Platinum (7+)
5 / 6	Self portrait in style of Lichenstein	<u>To explore</u> the artwork of Lichenstein and portraiture.	I can explore the idea of portraiture and with guidance create a Lichenstein style portrait .	I can explore the idea of portraiture and use it to accurately create a Lichenstein style portrait	I can use the grid method and my knowledge of portraiture and confidently transfer my skills to creating a Lichenstein style portrait	<p>I can use the grid method and my knowledge of portraiture and with exceptional ability transfer my skills to creating a Lichenstein style portrait</p> <p>I can evaluate my work using subject specific language.</p>
6 / 7	Pop art comic strip	To create a pop art style/Lichenstein basic comic strip	I can understand the work/style of Roy Lichenstein and transfer this to create a comic strip image.	I can understand the work/style of Roy Lichenstein and use it to accurately create a comic strip image.	I can understand the work/style of Roy Lichenstein and transfer this to create a highly developed comic strip image.	<p>I can understand the work/style of Roy Lichenstein and transfer this to create an exceptional comic strip image.</p> <p>I can evaluate my work using subject specific language.</p>
	Evaluate work	Evaluate and per/self assess work in the unit	I can peer/self assess my work with help	I can peer/self assess my work with confidence	I can peer/self assess my work with subject specific language and reference.	I can /self assess my work with subject specific language/reference

Yr 7 powerpoints needed

LTP Year 8	Autumn		Spring		Summer	
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Content Overview	Hundertwasser and architecture drawings and paintings	Barcode creative drawings - line drawing	Claes Oldenburg - critical studies and 3D	Burgerman- critical studies/2D drawing/3D design	Portraiture - Facial features drawing unit- eyes/nose and mouth	Portraiture - abstract art- Noemi Safir
Aims	Students develop an ability to explore art and architecture. They investigate art in different countries and develop their artist analysis and research. Pupils will manipulate line drawings using different art mediums and later 3d architecture	Students explore popular new art movements, learning how different artists and groups have created art and graffiti art around the world. There is a link to product/graphic design.	Students develop ability to identify, relate, compare and art around the world. The pupils will learn about other cultures and develop a final 3D design to be made of clay.	Students develop the ability to explore an artists cartoon work and create their own characters using 2d design and later 3D clay.	Students are introduced to the concept of portraiture, learning step by step how to draw a face and each separate facial feature. Students will explore shade/tones and 2D drawing.	Students examine how different artists explore portraiture. The focus is on abstract and modern art. They will compare and contrast Picasso with Noemi Safir. Researching artist Noemi Safir and exploring her art through 2D design. Painting techniques.
Literacy	Writing: Researching artist/architecture	Writing : Researching artist/architecture/listening and speaking	Listening and Talking: Group Discussions	Listening and Talking: Group Discussions	Reading: Analyse and Evaluate new information	Reading: Analyse and Evaluate new information
Cross - Curricular	Geography: Learning about the world around us.	Citizenship: Impact and effect of belonging to a community- group art . working with others, co-operation,, other cultures.	History: Learning about the cultural art	Geography: Learning about the world around us.	English: Speaking and listening skills.	Citizenship: Impact and effect of belonging to a community- group art . working with others, co-operation, teamwork, other cultures.
Skills	<ul style="list-style-type: none"><li>-Have an understanding of the basics of art and design.</li><li>-Draw from observation and develop your understanding of shape and form</li><li>-How to research an artist and create an artist research page.</li><li>-Use appropriate terminology to discuss and evaluate my own and the work of others.</li></ul> <p><b>By the end of this half term I will be able to:</b></p> <ul style="list-style-type: none"><li>-Demonstrate my understanding of cultural art and architecture</li><li>-Understand elements of line drawing and then to develop a design to 3D.</li><li>- Know the terminology associated with the artwork./cultural art.</li></ul>	<ul style="list-style-type: none"><li>Have an understanding of the basics of art and design.</li><li>-Draw from observation and develop your understanding of shape and form</li><li>-How to research an artist and create an artist research page.</li><li>-Use appropriate terminology to discuss and evaluate my own and the work of others.</li></ul> <p><b>By the end of this half term I will be able to:</b></p> <ul style="list-style-type: none"><li>- Demonstrate my understanding of Barcode art and to apply my knowledge to my work.</li><li>- Develop an understanding and research artists /bar code graphic design to use their style to influence their final piece</li></ul>	<ul style="list-style-type: none"><li>Have an understanding of the basics of art and design.</li><li>-Draw from observation and develop your understanding of shape and form</li><li>-How to research an artist and create an artist research page.</li><li>-Use appropriate terminology to discuss and evaluate my own and the work of others.</li></ul> <p><b>By the end of this half term I will be able to:</b></p> <ul style="list-style-type: none"><li>- Demonstrate my understanding of Barcode art and to apply my knowledge to my work.</li><li>- Develop an understanding and research Claes Oldenburg to use their style to influence their final piece</li></ul>	<ul style="list-style-type: none"><li>Have an understanding of the basics of art and design.</li><li>-Draw from observation and develop your understanding of shape and form</li><li>-How to research an artist and create an artist research page.</li><li>-Use appropriate terminology to discuss and evaluate my own and the work of others.</li></ul> <p><b>By the end of this half term I will be able to:</b></p> <ul style="list-style-type: none"><li>- Demonstrate understanding of artists/cultural art/sculpture and to apply my knowledge to my work.</li><li>- Develop an understanding and research Burgerman to use their style to influence their final piece</li></ul>	<ul style="list-style-type: none"><li>Have an understanding of the basics of art and design.</li><li>-Draw from observation and develop your understanding of shape and form</li><li>-How to research an artist and create an artist research page.</li><li>-Use appropriate terminology to discuss and evaluate my own and the work of others.</li></ul> <p><b>By the end of this half term I will be able to:</b></p> <ul style="list-style-type: none"><li>- Demonstrate my understanding of portraiture , and of each element and to apply my knowledge to my work.</li><li>- Develop an understanding of how to draw accurately each feature of the face- shading and tone</li></ul>	<ul style="list-style-type: none"><li>Have an understanding of the basics of art and design.</li><li>-Draw from observation and develop your understanding of shape and form</li><li>-How to research an artist and create an artist research page.</li><li>-Use appropriate terminology to discuss and evaluate my own and the work of others.</li></ul> <p><b>By the end of this half term I will be able to:</b></p> <ul style="list-style-type: none"><li>- Demonstrate my understanding of portraiture , and of each element and to apply my knowledge to my work.</li><li>-- Develop an understanding and research Noemi Safir and use their style to influence their final piece</li></ul>
Assessment	<p><b>Formative:</b> Questioning WWW/EBI Individual final piece</p> <p><b>Summative:</b> Baseline Test (Testing drawing knowledge) Differentiated Starter Activities. Plenary - GCSE Exam Style Question.</p>	<p><b>Formative:</b> Questioning WWW/EBI Final piece - independent</p> <p><b>Summative:</b> Baseline test Written Test (Knowledge Drill) Differentiated Starter Activities. Plenary - GCSE Exam Style Question.</p>	<p><b>Formative:</b> Questioning WWW/EBI Create 2d designs and 3d clay designs Group discussions</p> <p><b>Summative:</b> Differentiated Starter Activities. Plenary - GCSE Exam Style Question.</p>	<p><b>Formative:</b> Questioning WWW/EBI Designing and then creating 3D characters Group discussions</p> <p><b>Summative:</b> Written Test (Knowledge Drill) Differentiated Starter Activities. Plenary - GCSE Exam Style Question.</p>	<p><b>Formative:</b> Questioning WWW/EBI Final pieces Compose facial features independently Peer/self evaluation</p> <p><b>Summative:</b> Starter Activities. Plenary - GCSE Exam Style Question./peer/self evaluation Knowledge drills.</p>	<p><b>Formative:</b> Composing pieces as an individual Final assessed pieces Questioning WWW/EBI</p> <p><b>Summative:</b> Written Test (Knowledge Drill) Starter Activities. Plenary - GCSE Exam Style Question.</p>

MTP Year.8 – Intent, Implementation, Impact

Autumn		Spring		Summer	
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Hundertwasser and architecture drawings and paintings	Barcode creative drawings – line drawing	Claes Oldenburg – critical studies and 3D	Burgerman- critical studies/2D drawing/3D design	Portraiture – Facial features drawing unit- eyes/nose and mouth	Portraiture – abstract art- Noemi Safir
<p><b>Intent:</b></p> <ul style="list-style-type: none"> <li>produce creative work based on Hundertwasser and architecture, exploring their ideas and recording their experiences</li> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques linked to artists</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists,- Hundertwasser and understand the historical and cultural development of their art forms.</li> </ul> <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>Create transcripts based on Hundertwasser art work</li> <li>Students should be able to support one another and comment on their art work- peer assess. Students will draw from observation</li> <li>Students must produce designs based on Hundertwasser a, perspective drawings and 3d architecture</li> <li>When offered verbal feedback students can adapt their final piece/paintings to improve the quality.</li> <li>Knowledge Drill (Written Quiz on Key Words)</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>Knowledge Drill; Verbal Understanding/ Whiteboards work</li> <li>Ability to create paintings and line drawings based on Hundertwasser.</li> <li>Successful final piece inspired by Hundertwasser and a 3d design based on architecture.</li> <li>Can comment on WWW and EBI on others pieces of art Grade given for Accuracy, Technique and Exploration.</li> </ul>	<p><b>Intent:</b></p> <p>produce creative work based on Banksy, Barcode art designers exploring their ideas and recording their experiences</p> <ul style="list-style-type: none"> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques linked to artists</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists,- Banksy and graphic product design and understand the historical and cultural development of their art forms..</li> </ul> <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>Students must produce designs based on Barcode art, Banksy and graphic design</li> <li>When offered verbal feedback students can adapt their final piece/paintings to improve the quality.</li> <li>Knowledge Drill (Written Quiz on Key Words)</li> <li>Create transcripts based on food and building inspired barcode art work</li> <li>Students should be able to support one another and comment on their art work- peer assess. Students will draw from observation</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>Students have an improved confidence when working in a group and individually</li> <li>Students have gained a theoretical knowledge on graphic design and barcode. Can be creative whilst sticking to a barcode food and. building scene final piece. Students should start using notation to write ideas down.</li> </ul>	<p><b>Intent:</b></p> <p>-produce creative work based on Claes Oldenburg exploring their ideas and recording their experiences</p> <ul style="list-style-type: none"> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques linked to artists</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists,- Claes. Oldenburg and understand the historical and cultural development of their art forms.</li> </ul> <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>Knowledge Drill (Written Quiz on Key Words)</li> <li>Explore the art works of Claes Oldenburg, creating transcripts, sculptures and create own response to his work.</li> <li>Explore the art works of chosen artist creating transcripts, and create own response to his work.</li> <li>Baseline Assessment gain a better idea of student's prior knowledge.</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>Students can identify and research the artists and their work</li> <li>Understands and can talk about the historical impact that the affects art and artists</li> <li>Can write and evaluate their work</li> <li>Successfully create a final piece /sculpture</li> <li>Work together to create a a design and discuss it..</li> </ul>	<p><b>Intent:</b></p> <p>produce creative work based on Burgerman and cartoon characters, exploring their ideas and recording their experiences</p> <ul style="list-style-type: none"> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques linked to artists</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists,- Burgerman and understand the historical and cultural development of their art forms.</li> </ul> <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>Students will explore the work of Burgerman and cartoon characters</li> <li>Students will research and produce transcripts based on Burgerman work</li> <li>Students will create a final piece based on characters and Burgerman.</li> <li>Pupils should be able to comment on WWW and EBI in line with progress targets.</li> <li>Knowledge Drill (Written Quiz on Key Words)</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>Students can identify and research the artists and their work</li> <li>Understands and can talk about the historical impact that the affects art and artists</li> <li>Can write and evaluate their work</li> <li>Successfully create a final piece /sculpture</li> <li>Work together to create a a design and discuss it..</li> <li>Develop accuracy, technical control and expression.</li> <li>Developed confidence.</li> </ul>	<p><b>Intent:</b></p> <p>produce creative work based on Portraiture, exploring ideas and recording their experiences</p> <ul style="list-style-type: none"> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques linked to artists</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> </ul> <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>To learn about the portraiture and particular related artists Learning through Quizzes, Knowledge Drills, Whiteboards, Kahoot, Questioning and creating art work.</li> <li>Students to use visual aids/ fun videos to find out about the portraits and facial features</li> <li>Students must be able to recreate drawings and follow step by step instructions</li> <li>And be able to create a final piece based on portraiture</li> <li>Knowledge Drill (Written Quiz on Key Words)</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>Understands and can talk about the historical impact that the affects art and artists</li> <li>Can write and evaluate their work</li> <li>Successfully create a final piece /portrait</li> <li>Can write and evaluate their work</li> <li>Successfully create a final piece /portrait</li> <li>Work together to create a a design and discuss it.</li> <li>Pupils show confidence when drawing, shading and developing the various facial features. Create a final piece inspired by Noemi Safir.</li> <li>Develop good communication skills in order to work with a larger group/class discussion</li> </ul>	<p><b>Intent:</b></p> <p>produce creative work based on Portraiture, exploring ideas and recording their experiences</p> <ul style="list-style-type: none"> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques linked to artists- Noemi Safir</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists,- Noemi Safir and understand the historical and cultural development of their art forms.</li> </ul> <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>Explore the History of abstract art and art in the past looking at this era in context questioning the purpose of this genre in society at this time.</li> <li>Students will create a final piece based and inspired Noemi Safir.</li> <li>Investigate the textural layers of an abstract art piece of work and how they are formed</li> <li>Knowledge Drill (Written Quiz on Key Words)</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>Understands and can talk about the historical impact that the affects art and artists</li> <li>Can write and evaluate their work</li> <li>Successfully create a final piece /portrait</li> <li>Work together to create a a design and discuss it.</li> <li>Pupils show confidence when drawing, shading and developing the various facial features. Create a final piece inspired by Noemi Safir.</li> <li>Develop good communication skills in order to work with a larger group/class discussion</li> </ul>




Year 8	AO1 – INVESTIGATE	AO2 – DEVELOP/REFINE	AO3-RECORD	AO4-PRESENT
8.1-2	<p>I <b>show some ability</b> to select information and resources to develop my work.</p> <p>I <b>show some ability</b> to develop my ideas through purposeful investigation and use artists work to influence my work.</p> <p>Research I collect is very <b>basic</b> My design ideas are basic and under developed and I rarely use the work of artists to help me.</p>	<p>I can show <b>some experimentation and develop a range of practical skills</b> and use the qualities of materials and processes to create my work.</p>	<p>I can present my sketchbook in a <b>very basic manner</b>.</p> <p>My observations are only partly developed and show little or no detail. When using media or techniques it is basic and not refined. I <b>can comment on artist styles and work and relating these to the work I created</b>.</p>	<p>I can present a <b>personal response that shows simple understanding</b> of the work this half term.</p> <p>I can <b>discuss my own work and that of others</b> and consider how I might refine my ideas.</p> <p><b>Some ability to present a personal and meaningful response + realise intentions with confidence.</b></p>
8.3-4	<p>I can use <b>moderate ability to show a variety of ways to investigate and respond to ideas</b>. I can select resources independently.</p> <p>I <b>show moderate ability</b> to develop my ideas through purposeful investigation and use artists work to influence my work.</p> <p>I can select resources independently.</p>	<p>I can use <b>moderate ability</b> and technical knowledge of materials and processes to develop my work</p> <p>I can use the formal elements appropriately.</p>	<p>I show <b>some developing skills</b> in presenting my sketchbook. I show my observations in a straightforward way and include basic details. I use some media and techniques but it is often unrefined. I <b>can develop my comment on artist styles and work, using key art words</b>.</p> <p><b>A moderate ability to skillfully record ideas, observations and insights through drawing and annotation as work progresses.</b></p>	<p>I can present a <b>personal response that shows links to the work and is of moderate ability</b>.</p> <p>I can <b>evaluate my own work and that of others</b> and adapt and refine my ideas</p> <p><b>Moderate ability to present a personal and meaningful response + realise intentions with confidence.</b></p>
8.5	<p>The research I collect is often <b>predictable and the information and images are appropriate and imaginative</b>.</p> <p>I <b>show consistent ability</b> to develop my ideas through purposeful investigation and use artists work to influence my work.</p> <p>My design ideas are partially developed and I sometimes use the work of others/artists to help with the planning of my ideas.</p>	<p>I can <b>consistently apply my technical knowledge and skills to create my own work</b> using the qualities of materials, processes and formal elements.</p>	<p>I use my sketchbook to show my observations with some thought for presentation and accuracy. I show <b>developing control</b> in media and techniques and show my ideas with some detail. I can <b>apply artist styles and work, using key art words to my analysis</b>.</p> <p><b>A consistent ability to skillfully record ideas, observations and insights through drawing and annotation as work progresses.</b></p>	<p>I can present a <b>consistent and skilful personal response that shows an understanding of my research</b> this half term.</p> <p>I can <b>provide a reasoned evaluation</b> of my own work.</p>



8.6-7	<p>The research I collect is <b>effective and I select quality ideas and images</b>. My design ideas are individual and developed. I refer to some relevant artists when planning out my ideas. I <b>show highly consistent ability</b> throughout my research and investigating.</p>	<p>I can demonstrate a highly consistent and confident understanding and use of materials, processes and the formal method of these thoughtfully.</p>	<p>I use my sketchbook to neatly and with purpose to record observations with some accuracy and detail.</p> <p>I can use media and techniques shown to me appropriately and consistently. I can confidently apply artist styles and work, using key art words to my analysis.</p> <p><b>A highly consistent ability to skillfully and rigorously record ideas, observations and insights through drawing and annotation as work progresses.</b></p>	<p>I have a highly consistent ability to present a personal response that shows good links to my research. I can explain and evaluate my understanding of my own work and that of others.</p>
-------	---	---	---	---

8.8-9	<p>I collect a <b>diverse range of ideas and information and carefully select and refine my research</b>. My design ideas are thoughtfully and thoroughly developed. I use work of artists to design imaginative new ideas.</p> <p>I show <b>exceptional ability throughout</b> my research and investigation and apply it to my work.</p>	<p>I can confidently and independently make exceptional decisions and show exceptional ability when exploring and refining materials and processes, making decisions with confidence and understanding my thought process.</p>	<p>I keep my sketchbook neat and thoughtfully presented. I can record observations with a high level of detail and accuracy and show my ideas in depth.</p> <p>I confidently use all media and techniques with ease and control. I can confidently apply artist styles and work, using key art words to my analysis.</p> <p><b>An exceptional ability to skillfully and rigorously record ideas, observations and insights through drawing and annotation as work progresses.</b></p>	<p>I can demonstrate an exceptional ability to present a personal response relevant to my research and intentions.</p> <p>I can confidently express my thoughts, evaluate and explain my reasoning in both mine and others work. I can use subject specific vocabulary effectively.</p>
-------	--	--	---	---

# STP Year 8 (Autumn Half Term 1) -Hundertwasser and Architecture - LESSONS


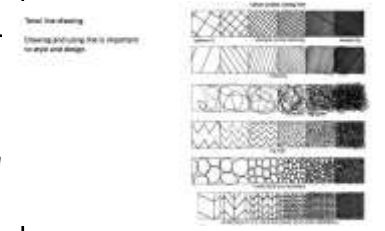
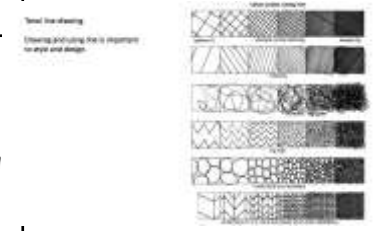
	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (8.1-2)	Silver (8.3-4)	Gold (8. 5-6)	Platinum (8. 7+)
1 / 2	Baseline assessment	<p>Intro of topic- Hundertwasser and architecture/ abstract modern art- talk through the powerpoint</p> <p>Baseline test – images of Hundertwasser building- make a transcript on a A5 size they are to show their best skill of drawing and shading skills. Use pen or pencil.</p>	I can <u>comment</u> on an artist's work	I can <u>comment</u> on an artist's work and relay facts about the artist	I can <u>analyze</u> a piece of art work and relay facts about Hundertwasser	I can <u>analyze</u> a piece of art work and state what architecture means and relay facts about Hundertwasser
3 / 4	Who is Hundertwasser?	<p>Go through the powerpoint Hundertwasser- discuss and then give them images of his buildings in groups- they have to post-it note and annotate on the images- likes, what they see, dislikes, meaning, type of building etc</p> <p>Make a double artist page with facts, images and own transcript</p>	I can <u>comment</u> and ask for help from my group or Miss Walker if needed.	I can analyse art work using some artistic language. I can follow instructions regarding the artist page	I can <u>analyse artwork and speak confidently</u> in front of others, using artistic language. I can create my own artist page	I can confidently and independently analyse artwork and relate it to architecture. I can use artistic language and independently create my own artist page with transcripts.
5 / 6	Follow instructions to create a Hundertwasser transcript	 <p>transcript across a landscape page in their books- pencil then go over and shade in in</p>	I can follow instructions and create a piece of art work	I can confidently follow instructions and create a piece of art work with confidence	I can confidently discuss my artwork and follow instructions confidently	I can confidently discuss my artwork and take control of my own art by following instructions and exploring my own talents



7	Creative background-Hundertwasser style		I can <u>comment</u> and ask for help from my group or Miss Walker if needed.	I can confidently follow instructions and create a piece of art work with confidence	I can confidently discuss my artwork and follow instructions confidently	I can confidently discuss my artwork and take control of my own art by following instructions and exploring my own talents
8 / 9	Perspective drawing Hundertwasser style		I can follow instructions and create a piece of art work	I can confidently follow instructions and create a piece of art work with confidence	I can confidently discuss my artwork and follow instructions confidently	I can confidently discuss my artwork and take control of my own art by following instructions and exploring my own talents



# STP Year 8 (Autumn Half Term 2) - Bar Code Art LESSONS

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (8.1-2)	Silver (8.3-4)	Gold (8.5-6)	Platinum (8.7+)
1	Baseline assessment	 	I can copy a bar code as accurately as possible with some help from Miss Walker	I can create a transcript of a barcode art piece	I can independently and confidently recreate a barcode transcript and discuss my work.	I can independently and confidently recreate a barcode transcript and discuss my work and others.
2	Tonal shading		I can with the help of Miss Walker follow instructions to recreate various methods of shading.	I can follow instructions to recreate various methods of shading.	I can independently and confidently recreate various methods of shading and discuss my work.	I can independently and confidently recreate methods of shading and discuss my work and others.
3 / 4	What is Barcode art? Banksy Scott Blake	<u>Barcode art and artists page</u>  Group work and analysis-barcode art and artist work-communication and relay thoughts to class  Lead into double page - facts, artists	I can <u>comment</u> on an artist's work	I can <u>comment</u> on an artist's work and relay facts about the artist	I can <u>analyze</u> a piece of art work and relay facts about Banksy and Scott Blake	I can <u>analyze</u> a piece of art work and state what architecture means and relay facts about Banksy and Scott Blake
5	Design Barcodes	<u>What is a design barcode?</u>  Transcript 2 barcode designs on landscape page	I can follow instructions and create a piece of art work	I can confidently follow instructions and create a piece of art work with confidence	I can confidently discuss my artwork and follow instructions confidently	I can confidently discuss my artwork and take control of my own art by following instructions and exploring my own talents

# STP Year 8 (Autumn Half Term 2) - Bar Code Art LESSONS

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (8.1-2)	Silver (8.3-4)	Gold (8.5-6)	Platinum (8.7+)
6	Design a food barcode for a restaurant or packaging	Design a Food barcode- copy a few small ones first then design your own based on your <u>favourite</u> food (get images of food, packaging and drinks to help)	I can <u>comment</u> and ask for help from my group or Miss Walker if needed.	I can confidently follow instructions and create a piece of art work with confidence	I can confidently discuss my artwork and follow instructions confidently	I can confidently discuss my artwork and take control of my own art by following instructions and exploring my own talents
6 / 7	Design a City barcode for tourism	Design City barcodes copy a few small ones first then design your own based on your favourite city (get images of cities and buildings to help)	I can <u>comment</u> and ask for help from my group or Miss Walker if needed.	I can confidently follow instructions and create a piece of art work with confidence	I can confidently discuss my artwork and follow instructions confidently	I can confidently discuss my artwork and take control of my own art by following instructions and exploring my own talents
8	Final Barcode art piece	Use designs in book to create their own City Barcode- pencil first then sharpie and paint sky if need to.	I can follow instructions and create a piece of art work	I can confidently follow instructions and create a piece of art work with confidence	I can confidently discuss my artwork and follow instructions confidently	I can confidently discuss my artwork and take control of my own art by following instructions and exploring my own talents
9 / 10	Final Barcode art piece	Use designs in book to create their own City Barcode- pencil first then sharpie and paint sky if need to.	I can follow instructions and create a piece of art work	I can confidently follow instructions and create a piece of art work with confidence	I can confidently discuss my artwork and follow instructions confidently	I can confidently discuss my artwork and take control of my own art by following instructions and exploring my own talents


**STP Year 8 (Spring Half Term 3) - Claes Oldenburg - critical studies and 3D LESSONS**

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (8.1-2)	Silver (8.3-4)	Gold (8.5-6)	Platinum (8.7+)
1	Baseline assessment	<p>Intro of topic- Claes Oldenburg and Sculpture/ pop art- talk through the powerpoint</p> <p>Baseline test – images of Claes Oldenburg sculptures- make a transcript on a A5 size they are to show their best skill of drawing and shading skills. Use pen or pencil.</p>	I can <u>comment</u> on an artist's work	I can <u>comment</u> on an artist's work and relay facts about the artist	I can <u>analyze</u> a piece of art work and relay facts about Claes Oldenburg	I can <u>analyze</u> a piece of art work and state what architecture means and relay facts about Claes Oldenburg
2	Intro - Who is Claes Oldenburg? What is his style of art?	<p>Go through the powerpoint Claes Oldenburg- discuss and then give them images of his art work in groups- they have to post-it note and annotate on the images- likes, what they see, dislikes, meaning, type of sculptures etc</p> <p>Make a double artist page with facts, images and own transcripts</p>	I can <u>comment</u> and ask for help from my group or Miss Walker if needed.	I can analyse art work using some artistic language. I can follow instructions regarding the artist page	I can <u>analyse artwork and speak confidently</u> in front of others, using artistic language. I can create my own artist page	I can confidently and independently analyse artwork and relate it to sculpture. I can use artistic language and independently create my own artist page with transcripts.
3	Design a Claes Oldenburg inspired food piece	<p>Share and discuss powerpoint again . Class /group discussion fill in a knowledge drill.</p> <p>Design a Claes Oldenburg inspired food pieces x2 and an object with a food</p>	I can <u>comment</u> and ask for help from my group or Miss Walker if needed.	I can confidently follow instructions and create a piece of art work with confidence	I can confidently discuss my artwork and follow instructions confidently	I can confidently discuss my artwork and take control of my own art by following instructions and exploring my own talents

4	<p>Create a clay Claus Oldenburg inspired food piece</p> <p>If can't make out of paper mache</p>	<p>Clay room- vocabulary and expectations</p> <p>Follow instructions to create their own food inspired clay piece.</p> <p>If can't make out of paper mache</p>	<p>I can <u>comment</u> and ask for help from my group or Miss Walker if needed.</p>	<p>I can confidently follow instructions and create a piece of clay art with confidence</p>	<p>I can confidently discuss my artwork and follow instructions confidently</p>	<p>I can confidently discuss my artwork and take control of my own art by following instructions and exploring my own talents</p>
5/6	<p>Continue to create a clay Claus Oldenburg inspired food piece</p>	<p>If can't make out of paper mache</p> <p>Continue to develop their clay inspired food piece. It needs to be fired then they can paint them.</p>	<p>I can <u>comment</u> and ask for help from my group or Miss Walker if needed.</p>	<p>I can confidently follow instructions and create a piece of clay art with confidence</p>	<p>I can confidently discuss my artwork and follow instructions confidently</p>	<p>I can confidently discuss my artwork and take control of my own art by following instructions and exploring my own talents</p>





# STP Year 8 (Spring Half Term 4) – Jon Burgerman- critical studies/2D drawing/3D design LESSONS

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (8.1-2)	Silver (8.3-4)	Gold (8.5-6)	Platinum (8.7+)
1	Baseline assessment	<p>Intro of topic- Jon Burgerman and characters/ pop art style art- talk through the powerpoint</p> <p>Baseline test – images of Jon Burgerman characters - make a transcript on a A5 size they are to show their best skill of drawing and shading skills. Use pen or pencil./pencil crayons</p>	I can <u>comment</u> on an artist's work	I can <u>comment</u> on an artist's work and relay facts about the artist	I can <u>analyze</u> a piece of art work and relay facts about Jon Burgerman	I can <u>analyze</u> a piece of art work and state what architecture means and relay facts about Jon Burgerman
2	Intro - Who is Jon Burgerman? What is his style of art?	<p>Go through the powerpoint Jon Burgerman- discuss and then give them images of his art work in groups- they have to post-it note and annotate on the images- likes, what they see, dislikes, meaning, type of characters etc</p> <p>- make an artist research page about Jon Burgerman- use the images and information provided.</p> <p>Write his name in bubble writing, then cut up some images and place them around the page. ( A3- provided)</p> <p>Write the information around the artist around the images. Then add 5 adjectives to describe his art.</p>	I can <u>comment</u> and ask for help from my group or Miss Walker if needed.	I can analyse art work using some artistic language. I can follow instructions regarding the artist page	I can <u>analyse artwork and speak confidently</u> in front of others, using artistic language. I can create my own artist page	I can confidently and independently analyse artwork and relate it to cartoon/doodle art. I can use artistic language and independently create my own artist page with transcripts.
3	Transcripts of Jon Burgerman characters x2 A5 size	 <p>transcript in their books - pencil then crayon and shading.</p>	I can follow instructions and create transcripts of art work	I can confidently follow instructions and create a piece of art work with confidence	I can confidently discuss my artwork and follow instructions confidently	I can confidently discuss my artwork and take control of my own art by following instructions and exploring my own talents

4	Design a Jon Burgerman inspired Character	Share and discuss <u>powerpoint</u> again . Class /group discussion fill in a knowledge drill.  Design a Jon Burgerman inspired Character x2- describe and name the characters	I can <u>comment</u> and ask for help from my group or Miss Walker if needed.	I can confidently follow instructions and create a piece of art work with confidence	I can confidently discuss my artwork and follow instructions confidently	confidently discuss my artwork and take control of my own art by following instructions and exploring my own talents
5	Create a clay Jon Burgerman inspired Character If can't make out of paper mache	Clay room- vocabulary and expectations Follow instructions to create their 3D character inspired clay piece.  If can't make out of paper <u>mache</u>	I can <u>comment</u> and ask for help from my group or Miss Walker if needed.	I can confidently follow instructions and create a piece of clay art with confidence	I can confidently discuss my artwork and follow instructions confidently	I can confidently discuss my artwork and take control of my own art by following instructions and exploring my own talents

# STP Year 8 (Summer Half Term 5) - Portraiture LESSONS

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (8.1-2)	Silver (8.3-4)	Gold (8.5-6)	Platinum (8.7+)
1	Baseline Assessment †	Baseline assessment – eye realistic shaded drawing ( timed) 	I can use my observational skills and draw the <u>basic</u> shape as accurately as possible and add <u>some</u> shade.	I can use my observational skills and draw the eye with <u>ever growing accuracy</u> and I can shade dark - light in <u>aspects</u> of the eye.	I can use my observational skills and draw the eye to a <u>high ability</u> and shade dark-light to make the shade 3d and look realistic in tone.	I can use my observational skills and draw the eye to a <u>exceptional ability</u> and shade dark-light to make the shade 3d and look realistic in tone.  I can <u>comment</u> on mine and others work using subject specific language.
2	Tonal shading techniques  (Finish baseline)	To explore shading techniques and drawing skills Exploration and design of mixed media 	I can <u>comment</u> on my baseline assessment. I can get the basic shape correct and basic detail.  I can follow instructions to learn about shading	I can <u>comment</u> on my baseline assessment and others. I can recreate a true likeness and attempt some shading.  I can confidently follow instructions to learn about shading	I can <u>comment</u> on and compare baseline assessments using more subject specific language. I can recreate the baseline assessment and follow instructions to learn about using accurate detail and shade.	I can <u>comment</u> on and compare baseline assessments using subject specific language. I use exceptional drawing, shading skills to create my baseline and follow instructions to learn and apply shading knowledge..
3 / 4	Self Portrait- using mirror.	portrait art- you will need a mirror, paper and pencil. use a mirror to draw a realistic, detailed and as life like portrait of yourself as possible. I would like you to add shading and add detail so that it looks like you! Use the sheets of an outline of a face and where facial features go on the face to help you.	I can <u>comment</u> and ask for help from my group or Miss Walker if needed.	I can confidently follow instructions and create a piece of art work with confidence	I can confidently discuss my artwork and follow instructions confidently	I can confidently discuss my artwork and take control of my own art by following instructions and exploring my own talents

4 / 5	Abstract portrait art	Look at abstract faces - Use contemporary Artists to develop my work, inspire my design and be able to discuss their work and make links to own work. Be able to demonstrate an understanding of the artwork of Noemi Safir.- Group discussion and analysis.- Then artist page.	I can <u>comment</u> and ask for help from my group or Miss Walker if needed to create my artist page.	I can analyse art work using some artistic language. I can follow instructions regarding the artist page	I can <u>analyse artwork and speak confidently</u> in front of others, using artistic language. I can create my own artist page	I can confidently and independently analyse artwork and relate it to cartoon/doodle art. I can use artistic language and independently create my own artist page with transcripts.
6 / 7	Transcript of Noemi Safir portraits	Look at abstract faces - Use contemporary Artists to develop my work, inspire my design and be able to discuss their work and make links to own work. Be able to demonstrate an understanding of the artwork of Noemi Safir.  <b>To make a transcript of a Noemi Safir artwork using face templates provided.</b>	I can follow instructions and create transcripts of art work	I can confidently follow instructions and create a piece of art work with confidence	I can confidently discuss my artwork and follow instructions confidently	I can confidently discuss my artwork and take control of my own art by following instructions and exploring my own talents

# STP Year 8 (Summer Half Term 6) - Portraiture continued - Abstract faces- Noemi Safir LESSONS

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (8.1-2)	Silver (8.3-4)	Gold (8.5-6)	Platinum (7+)
1/ 2	Artwork of Noemi Safir	Is to create a transcript of Noemi Safir painting (using the outline images if you want) to create a face in the style of Noemi Safir. Please use one of the faces as an outline- it must be no smaller than A5 and paint or pencil crayons to create a copy of one of Noemi Safir pieces of art. Remember her colours blend and are bold.	I can follow instructions and create transcripts of art work	I can confidently follow instructions and create a piece of art work with confidence	I can confidently discuss my artwork and follow instructions confidently	I can confidently discuss my artwork and take control of my own art by following instructions and exploring my own talents
3/ 4	Own inspired piece by Noemi Safir- Self portrait	Assessed piece- to create your own portrait in the style of Noemi Safir. You can trace over the portrait that you Created last half term and adapt it to look in the style of Noemi. I want to see the use of colours and a bold outline of your face. You can create this by drawing and painting yourself	I can follow instructions and create a piece of art work	I can confidently follow instructions and create a piece of art work with confidence and independence	I can confidently discuss my artwork and follow instructions confidently to create my own version of Noemi Safir	I can confidently discuss my artwork and take control of my own art by following instructions and exploring my own talents
5	Continued - Own inspired piece by Noemi Safir- Self portrait	Assessed piece- to create your own portrait in the style of Noemi Safir. – finish- paint accurately.	I can follow instructions and create a piece of art work	I can confidently follow instructions and create a piece of art work with confidence and independence	I can confidently discuss my artwork and follow instructions confidently to create my own version of Noemi Safir	I can confidently discuss my artwork and take control of my own art by following instructions and exploring my own talents





LTP Year 9	Autumn		Spring		Summer	
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Content Overview	<b>Food/ wrappers and grid method</b>	<b>Food/ wrappers and 3D design</b>	Intro to GCSE previous title - Habitats and Sealife- AO'S/BEGINNING PROJECT- Natural forms- observational drawing and sculpture	GCSE previous title - Habitats and Sealife- exploring colour and shading- Artist Jason Scarpace	GCSE previous title - Habitats and Sealife- exploring drawing and shading- Mixed media	GCSE previous title - Habitats and Sealife- exploring drawing/ colour and shading- Artist - Amy Genser
Aims	Students develop an ability to Use the grid method to develop confidence and recording skills and what a collagraph plate is/printing They will develop drawing and scaling techniques using appropriate terminology to discuss and work. The pupils will also demonstrated an understanding of artist -Ron Magnes,	Students develop an ability to Use the grid method to develop confidence and recording skills and what a collagraph plate is/printing They will develop their skills in 3D design and clay- using Sarah Graham as an artist influence.	Students develop ability to identify, relate, comparewith the GCSE aO's.. They will research artists- Maria Barry and Tamara Philips and create transcripts. The pupils will develop drawing, shading and tonal skills linked to Natural Forms- creating wire sculptures.	Students will develop an greater understanding of the GCSE AO'S and the GCSE topic Sea Life- The focus will be colour and painting with shading- looking at the artisst Jason Scarpace	Students are introduced to the concept of mixed media , tonal shading and artists linked to the theme. The focus will be techniques and presentation.	Students examine how differe nt artists explore a title. 3D d esign and 2D design. Focus will be Amy Genser and her use of paper coiling to create art. Create a final canvas piece ins pired by Amy Genser.
Literacy	<b>Writing:</b> Researching artist/ evaluating work	<b>Writing :</b> Researching artist/evaluating/listening and speaking	<b>Listening and Talking:</b> Group Discussions	<b>Listening and Talking:</b> Group Discussions	<b>Reading:</b> Analyse and Evaluate new information	<b>Reading:</b> Analyse and Evaluate new information
Cross - Curricular	<b>English:</b> Speaking and listening skills.	<b>English:</b> Speaking and listening skills. /evaluating and writing skills for AO'S	<b>Citizenship:</b> Impact and effect of belonging to a community- group art . working with others, co-operation,, other cultures.	<b>Geography:</b> Learning about the world aroun d us.	<b>English:</b> Speaking and listening skill ls.	<b>Geography:</b> Learning about the world arou nd us.
Skills	-Have an understanding of the basics of art and design. -Draw from observation and develop your understanding of shape and form -To understand the AO'S and assessment- Use appropriate terminology to discuss and evaluate my own and the work of others.  <b>By the end of this half term I will be able to:</b> -Demonstrate my understanding of gridding method and drawing skills- Understand elements of tonal and accurate drawing and how to print. - Know the terminology associated with the artwork./ssubject specific art.	Have an understanding of the basics of art and design. -Draw from observation and develop your understanding of shape and form -How to research an artist and create an artist research page. -Use appropriate terminology to discuss and evaluate my own work and others.  <b>By the end of this half term I will be able to:</b> Demonstrate myunderstanding of artists work to influence my own work Understand elements of line drawing and then to develop a design to 3D.	Have an understanding of the basics of art and design. -Draw from observation and develop your understanding of shape and form -How to research an artist and create an artist research page. -Use appropriate terminology to discuss and evaluate my own and the work of others.  <b>By the end of this half term I will be able to:</b> - Demonstrate my understanding of artsits/cultural art/sculpture and to apply my knowledge to my work. - Develop an understanding and research GCSE topics Sealife and relevant artists to use their style to influence their final piece	Have an understanding of the basics of art and design. -Draw from observation and develop your understanding of shape and form -How to research an artist and create an artist research page. -Use appropriate terminology to discuss and evaluate my own and the work of others.  <b>By the end of this half term I will be able to:</b> - Demonstrate my understanding of artsits/cultural art/sculpture and to apply my knowledge to my work. - Develop an understanding and research GCSE topics Sealife and relevant artists to use their style to influence their final piece	Have an understanding of the basics of art and design. -Draw from observation and develop your understanding of shape and form -How to research an artist and create an artist research page. -Use appropriate terminology to discuss and evaluate my own and the work of others.  <b>By the end of this half term I will be able to:</b> - Demonstrate my understanding of artsits/cultural art/sculpture and to apply my knowledge to my work. - Develop an understanding and research GCSE topics Sealife and relevant artists to use their style to influence their final piece	Have an understanding of the basics of art and design. -Draw from observation and develop your understanding of shape and form -How to research an artist and create an artist research page. -Use appropriate terminology to discuss and evaluate my own and the work of others.  <b>By the end of this half term I will be able to:</b> - Demonstrate my understanding of artsits/cultural art/sculpture and to apply my knowledge to my work. - Develop an understanding and research GCSE topics Sealife and relevant artists to use their style to influence their final piece
Assessment	<b>Formative:</b> Questioning WWW/EBI Individual final piece <b>Summative:</b> Baseline Test (Testing drawing knowledge) Differentiated Starter Activities. Plenary - GCSE Exam Style	<b>Formative:</b> Questioning WWW/EBI Create 2d designs and 3d clay designs Group discussions <b>Summative:</b> Differentiated Starter Activities.	<b>Formative:</b> Questioning WWW/EBI Final piece - independent <b>Summative:</b> Baseline test Written Test (Knowledge Drill) Differentiated Starter Activities. Plenary - GCSE Exam Style	<b>Formative:</b> Questioning WWW/EBI Designing and then creating 3D characters Group discussions <b>Summative:</b> Written Test (Knowledge Drill) Differentiated Starter Activities.	<b>Formative:</b> Questioning WWW/EBI Final pieces Compose facial features independently Peer/self evaluation <b>Summative:</b> Starter Activities. Plenary - GCSE Exam Style	<b>Formative:</b> Composing pieces as an individual Final assessed pieces Questioning WWW/EBI <b>Summative:</b> Written Test (Knowledge Drill) Starter Activities.

MTP Year.9 - Intent, Implementation, Impact					
Autumn		Spring		Summer	
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Food/ wrappers and grid method	Food/ wrappers and 3D design	Intro to GCSE previous title – Habitats and Sealife- A0'S/BEGINNING PROJECT- Natural forms- observational drawing and sculpture	GCSE previous title – Habitats and Sealife- exploring colour and shading- Artist Jason Scarpance	GCSE previous title – Habitats and Sealife- exploring drawing and shading- Mixed media	GCSE previous title – Habitats and Sealife- exploring drawing/ colour and shading- Artist – Amy Genser
<p><b>Intent:</b></p> <ul style="list-style-type: none"> <li>produce creative work based on Ron Magnes and gridding method, exploring their ideas and recording their experiences</li> <li>become proficient in drawing, painting, print and other art, craft and design techniques linked to artists</li> <li>evaluate and analyse creative works using the language of art and design</li> <li>know about great artists,- Ron Magnes and understand the historical and cultural development of their art forms.</li> </ul> <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>Create transcripts based on Food wrappers and Ron Magnes art work</li> <li>Students should be able to support one another and comment on their art work- peer assess. Students will draw from observation</li> <li>Students must produce designs based on Food Wrappers, perspective drawings and Collagraph plate printing</li> <li>When offered verbal feedback students can adapt their final piece/paintings to improve the quality.</li> <li>Knowledge Drill (Written Quiz on Key Words)</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>Knowledge Drill; Verbal Understanding/ Whiteboards work</li> <li>Ability to create work based on artist work</li> <li>Successful final piece inspired by Ron Magnes</li> <li>Can comment on WWW and EBI on others pieces of art</li> <li>Grade given for Accuracy, Technique and Exploration.</li> </ul>	<p><b>Intent:</b></p> <p>produce creative work based on Sarah Graham exploring their ideas and recording their experiences</p> <ul style="list-style-type: none"> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques linked to artists</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists, product design and understand the historical and cultural development of their art forms..</li> </ul> <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>Students must produce designs based on Sarah Graham and 3D design</li> <li>When offered verbal feedback students can adapt their final piece/paintings to improve the quality.</li> <li>Knowledge Drill (Written Quiz on Key Words)</li> <li>Create transcripts based on food inspired art work</li> <li>Students should be able to support one another and comment on their art work- peer assess. Students will draw from observation</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>Students have an improved confidence when working in a group and individually</li> <li>Students have gained a theoretical knowledge on graphic design and 3d design .</li> <li>Can be creative producing their final piece. Students should start using notation to write ideas down.</li> </ul>	<p><b>Intent:</b></p> <p>-produce creative work based on Natural Forms and artists- Tamara Philips and Maria Barry exploring their ideas and recording their experiences</p> <ul style="list-style-type: none"> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques linked to artists</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists,- understand the historical and cultural development of their art forms.</li> </ul> <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>Knowledge Drill (Written Quiz on Key Words)</li> <li>Explore the art works of Tamara Philips and Maria Barry, creating transcripts, sculptures and create own response to his work.</li> <li>Explore the art works of chosen artist creating transcripts, and create own response to his work.</li> <li>Baseline Assessment gain a better idea of student's prior knowledge.</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>Students can identify and research the artists and their work</li> <li>Understands and can talk about the historical impact that the affects art and artists</li> <li>Can write and evaluate their work</li> <li>Successfully create a final piece /sculpture</li> <li>Work together to create a a design and discuss it..</li> </ul>	<p><b>Intent:</b></p> <p>produce creative work based on Jason Scarpance, exploring their ideas and recording their experiences</p> <ul style="list-style-type: none"> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques linked to artists</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists and understand the historical and cultural development of their art forms.</li> </ul> <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>Students will explore the work of Jason Scarpance Students will research and produce transcripts based on artist work</li> <li>Students will create a final piece influenced by Jason Scarpance</li> <li>Pupils should be able to comment on WWW and EBI in line with progress targets.</li> <li>Knowledge Drill (Written Quiz on Key Words)</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>Students can identify and research the artists and their work</li> <li>Understands and can talk about the historical impact that the affects art and artists</li> <li>Can write and evaluate their work</li> <li>Successfully create a final piece</li> <li>Work together to create a a design and discuss it..</li> <li>Develop accuracy, technical control and expression.</li> <li>Developed confidence.</li> </ul>	<p><b>Intent:</b></p> <p>produce creative work based on mixed media, exploring ideas and recording their experiences</p> <ul style="list-style-type: none"> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques linked to artists</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> </ul> <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>To learn about the mixed media work and particular related artists Learning through Quizzes, Knowledge Drills, Whiteboards, Kahoot, Questioning and creating art work.</li> <li>Students to use visual aids/ fun videos to find out about the portraits and facial features</li> <li>Students must be able to recreate drawings and follow step by step instructions</li> <li>And be able to create a final piece based on mixed media</li> <li>Knowledge Drill (Written Quiz on Key Words)</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>Understands and can talk about the historical impact that the affects art and artists</li> <li>Can write and evaluate their work</li> <li>Successfully create a final piece</li> <li>Work together to create a a design and discuss it.</li> <li>Pupils show confidence when drawing, shading and developing skills</li> <li>Develop good communication skills in order to work with a larger group/class discussion</li> </ul>	<p><b>Intent:</b></p> <p>produce creative work based on mixed media and 3d design, exploring ideas and recording their experiences</p> <ul style="list-style-type: none"> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques linked to artists- Amy genser</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists, and understand the historical and cultural development of their art forms.</li> </ul> <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>Explore the History of abstract art and art in the past looking at this era in context questioning the purpose of this genre in society at this time.</li> <li>Students will create a final piece based and inspired Amy Genser.</li> <li>Investigate the textural layers of an abstract art piece of work and how they are formed</li> <li>Knowledge Drill (Written Quiz on Key Words)</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>Understands and can talk about the historical impact that the affects art and artists</li> <li>Can write and evaluate their work</li> <li>Successfully create a final piece /portrait</li> <li>Work together to create a a design and discuss it.</li> <li>Pupils show confidence when drawing, shading and skills</li> <li>Create a final piece inspired by Amy Genser</li> <li>Develop good communication skills in order to work with a larger group/class discussion</li> </ul>

Year 9	AO1 – INVESTIGATE	AO2 – DEVELOP/REFINE	AO3-RECORD	AO4-PRESENT
9.1-2	<p>I <b>show some ability</b> to select information and resources to develop my work.</p> <p>I <b>show some ability</b> to develop my ideas through purposeful investigation and use artists work to influence my work.</p> <p>Research I collect is very <b>basic</b>. My design ideas are basic and under developed and I rarely use the work of artists to help me.</p>	<p>I can show <b>some experimentation and develop a range of practical skills</b> and use the qualities of materials and processes to create my work.</p>	<p>I can present my sketchbook in a <b>very basic manner</b>.</p> <p>My observations are only partly developed and show little or no detail. When using media or techniques it is basic and not <b>refined</b>. I can comment on artist styles and work.</p> <p><b>Some ability to record ideas, observations and insights through drawing and annotation as work progresses.</b></p>	<p>I can present a <b>personal response that shows simple understanding of the work</b> this half term.</p> <p>I can <b>discuss my own work and that of others</b> and consider how I might refine my ideas.</p> <p><b>Some ability to present a personal and meaningful response + realise intentions with confidence.</b></p>
9.3-4	<p>I can use <b>moderate ability to show a variety of ways to investigate and respond to ideas</b>. I can select resources independently.</p> <p>I <b>show moderate ability</b> to develop my ideas through purposeful investigation and use artists work to influence my work.</p> <p>My design ideas are partially developed and I sometimes use the work of artists to help with the planning of my ideas.</p>	<p>I can use <b>moderate ability and technical knowledge of materials and processes</b> to develop my work</p>	<p>I show <b>some developing skills in presenting my sketchbook</b>. I show my observations in a straightforward way and include basic details. I use some media and techniques but it is often unrefined. I can <b>develop my comment on artist styles and work, using key art words</b>.</p> <p><b>A moderate ability to skillfully and rigorously record ideas, observations and insights through drawing and annotation as work progresses.</b></p>	<p>I can present a <b>personal response that shows links to the work and is of moderate ability</b>.</p> <p>I can <b>evaluate my own work and that of others</b> and adapt and refine my ideas.</p> <p><b>Moderate ability to present a personal and meaningful response + realise intentions with confidence.</b></p>
9.5	<p>The research I collect is often <b>predictable and the information and images are appropriate</b></p> <p>I <b>show consistent ability</b> to develop my ideas through purposeful investigation and use artists work to influence my work.</p> <p>My design ideas are partially developed and I sometimes use the work of others to help with the planning of my ideas.</p>	<p>I can <b>consistently apply my technical knowledge and skills to create my own work</b> using the qualities of materials, processes and formal elements.</p>	<p>I use my sketchbook to show my observations with some thought for presentation and accuracy. I show <b>developing control in media and techniques</b> and show my ideas with some detail. I can <b>apply artist styles and work, using key art words to my analysis</b>.</p> <p><b>A consistent ability to skillfully and rigorously record ideas, observations and insights through drawing and annotation as work progresses.</b></p>	<p>I can present a <b>consistent and skilful personal response that shows an understanding of my research</b> this half term.</p> <p>I can <b>provide a reasoned evaluation of my own work</b>.</p>



9.6-7	<p>The research I collect is effective and I select quality ideas and images. My design ideas are individual and developed. I refer to some relevant artists when planning out my ideas. I <b>show highly consistent ability</b> throughout my research and investigating.</p>	<p>I can <u>demonstrate a highly consistent and confident</u> understanding and use of materials, processes and the formal method of these thoughtfully.</p>	<p>I use my sketchbook to neatly and with purpose to record observations with some accuracy and detail. I can use media and techniques shown to me appropriately and consistently. I can confidently apply artist styles and work, using key art words to my analysis.</p> <p>A highly consistent ability to <u>skillfully</u> and rigorously record ideas, observations and insights through drawing and annotation as work progresses.</p>	<p>I have a highly consistent ability to present a personal response that shows good links to my research. I can explain and evaluate my understanding of my own work and that of others.</p>
9.8-9	<p>I collect a diverse range of ideas and information and carefully select and refine my research. My design ideas are thoughtfully and thoroughly developed. I use work of artists to design imaginative new ideas.</p> <p>I show <b>exceptional ability throughout</b> my research and investigation and apply it to my work.</p>	<p>I can confidently and <u>independently make</u> exceptional decisions and show exceptional ability when exploring and refining materials and processes, making decisions with confidence and understanding my thought process.</p>	<p>I keep my sketchbook neat and thoughtfully presented. I can record observations with a high level of detail and accuracy and show my ideas in depth. I confidently use all media and techniques with ease and control. I can confidently apply artist styles and work, using key art words to my analysis.</p> <p>An exceptional ability to <u>skillfully</u> and rigorously record ideas, observations and insights through drawing and annotation as work progresses.</p>	<p>I can demonstrate an exceptional ability to present a personal response relevant to my research and intentions. I can confidently express my thoughts, evaluate and explain my reasoning in both mine and others work. I can use subject specific vocabulary effectively.</p>

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (9.1-2)	Silver (9.3-4)	Gold (9.5-6)	Platinum (9.7+)
1	Baseline assessment	Intro of topic- talk through the powerpoint  Baseline test – images of items/bottles- make a transcript on a A5 size they are to show their best skill of drawing and shading skills. Use pen or pencil.	I can <u>comment</u> on my own work and with help listen to how to make improvements	I can <u>comment</u> on my own work and independently listen to how to make improvements.	I can <u>analyze</u> my own art work and create a realistic transcript	I can confidently and independently <u>analyze</u> my own art work and create a realistic transcript with highly realistic shading.
2/ 3	Intro to food wrappers- transcript of a wrapper	Choose a food wrapper and using A5 size paper draw as accurately as possible the wrapper to fill the page. Add detail, colour and shade	I can use my observational skills and draw the <u>basic</u> shape as accurately as possible and add <u>some</u> shade.	I can use my observational skills and draw the wrapper with <u>ever growing accuracy</u> and I can shade dark - light in some aspects of the wrapper.	I can use my observational skills and draw the wrapper to a <u>high ability</u> and shade dark-light to make the shade 3d and look realistic in tone.	I can use my observational skills and draw the wrapper to a <u>exceptional ability</u> and shade dark-light to make the shade 3d and look realistic in tone.  I can <u>comment</u> on mine and others work using subject specific language.
4/ 5	Grid method/ food wrapper	Learn about the grid method. Follow instructions to create a grid. Choose a food wrapper and using A5 size paper draw as accurately as possible the wrapper in the correct grid spaces .Add detail, colour and shade	I can follow instructions with help from Miss Walker to create a grid method drawing. (Grid provided)	I can use my observational skills and draw the wrapper using the grid method with <u>ever growing accuracy</u> and I can shade dark - light in some aspects of the wrapper. (grid provided)	I can use my observational skills and draw the wrapper using the grid method to a <u>high ability</u> and shade dark-light to make the shade 3d and look realistic in tone.	I can use my observational skills and draw the wrapper using the grid method to a <u>exceptional ability</u> and shade dark-light to make the shade 3d and look realistic in tone.  I can <u>comment</u> on mine and others work using subject specific language.
6	Finish off grid method- realistic shading/ colour	Learn about the grid method. Follow instructions to create a food wrapper within a grid. .Add detail, colour and shade	I can follow instructions with help from Miss Walker to create a grid method drawing and add colour. (Grid provided)	I can use my observational skills and draw the wrapper using the grid method with <u>ever growing accuracy</u> and I can colour shade dark - light in some aspects of the wrapper. (grid provided)	I can use my observational skills and draw the wrapper using the grid method to a <u>high ability</u> and colour/shade dark-light to make the shade 3d and look realistic in tone.	I can use my observational skills and draw the wrapper using the grid method to a <u>exceptional ability</u> and colour shade dark-light to make the shade 3d and look realistic in tone.  I can <u>comment</u> on mine and others work using subject specific language.

**STP Year 9 (Autumn Half Term 2) - Food wrappers and grid method LESSONS**

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (9.1-2)	Silver (9.3-4)	Gold (9.5-6)	Platinum (9.7+)
7	Ron Magnes	Go through the powerpoint Ron Magnes- discuss and then give them images of his art work in groups- they have to post-it note and annotate on the images- likes, what they see, dislikes, meaning, type of art etc - make an artist research page about Ron Magnes- use the images and information provided. <b>Write his name in bubble writing, then cut up some images and place them around the page. ( A3- provided)</b> <b>Write the information around the artist around the images. Then add 5 adjectives to describe his art.</b>	I can <u>comment</u> and ask for help from my group or Miss Walker if needed.	I can analyse art work using some artistic language. I can follow instructions regarding the artist page	I can <u>analyse artwork and speak confidently</u> in front of others, using artistic language. I can create my own artist page	I can confidently and independently analyse artwork and relate it to pop art. I can use artistic language and independently create my own artist page with transcripts.
8	Artist transcript	Is to create a transcript of Ron Magnes work for the artist page	I can follow instructions and create transcripts of art work	I can confidently follow instructions and create a piece of art work with confidence	I can confidently discuss my artwork and follow instructions confidently	I can confidently discuss my artwork and take control of my own art by following instructions and exploring my own talents
9/10	Collagraph plate	<b>I can design a collagraph plate and follow instructions to create the plate using materials provided.</b>	I can follow instructions with help from Miss Walker to create a collagraph plate based on a cup cake	I can use my observational skills and create a collagraph plate based on a cup cake with <u>ever growing accuracy</u> . I can add extra detail independently.	I can use my observational skills and create a collagraph plate based on my own design to a <u>high ability</u> and add detail independently.	I can use my observational skills and create a collagraph plate based on my own design to an exceptional <u>ability</u> and add detail independently.  I can <u>comment</u> on mine and others work using subject specific language.
10+	Printing collagraph plates	<b>I can follow instructions to print my collagraph plate.</b>	I can follow instructions with help from Miss Walker to print my collagraph plate	I can independently and confidently use my observational skills and print my collagraph plate with <u>ever growing accuracy</u> . I can add extra detail independently.	I can independently and confidently use my observational skills and print my collagraph plate to a <u>high ability</u> and add detail independently.	I can independently and confidently use my observational skills and print my collagraph plate to an exceptional <u>ability</u> and add detail independently.  I can <u>comment</u> on mine and others work using subject specific language.

# STP Year 9 (Autumn Half Term 1) -Food Wrappers and 3D design LESSONS

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (9.1-2)	Silver (9.3-4)	Gold (9.5-6)	Platinum (9.7+)
1	Finish off collagraph printing if need to	I can follow instructions to print my collagraph plate.	I can follow instructions with help from Miss Walker to print my collagraph plate	I can independently and confidently use my observational skills and print my collagraph plate with <u>ever growing accuracy</u> . I can add extra detail independently.	I can independently and confidently use my observational skills and print my collagraph plate to a <u>high ability</u> and add detail independently.	I can independently and confidently use my observational skills and print my collagraph plate to an exceptional <u>ability</u> and add detail independently.  I can <u>comment</u> on mine and others work using subject specific language.
1/2	Sarah Graham-artist work	Go through the powerpoint Sarah Graham- discuss and then give them images of his art work in groups- they have to post-it note and annotate on the images- likes, what they see, dislikes, meaning, type of art etc - make an artist research page about Sarah Graham- use the images and information provided. Write his name in bubble writing, then cut up some images and place them around the page. ( A3- provided) Write the information around the artist around the images. Then add 5 adjectives to describe his art.	I can <u>comment</u> and ask for help from my group or Miss Walker if needed.	I can analyse art work using some artistic language. I can follow instructions regarding the artist page	I can <u>analyse artwork and speak confidently</u> in front of others, using artistic language. I can create my own artist page	I can confidently and independently analyse artwork and relate it to pop art. I can use artistic language and independently create my own artist page with transcripts.
3/4	Designs inspired by Sarah Graham	To create a transcript of Sarah Graham work for the artist page <u>And extend to their own designs</u>	I can follow instructions and create transcripts of art work	I can confidently follow instructions and create a piece of art work with confidence	I can confidently discuss my artwork and follow instructions confidently	I can confidently discuss my artwork and take control of my own art by following instructions and exploring my own talents
5	Designs for 3D design- food art piece- clay	To design at least 2 images for their 3D food art piece. Based on cakes/deserts	I can follow instructions and create designs of art work	I can confidently follow instructions and create a piece of art work with confidence	I can confidently discuss my artwork and follow instructions confidently	I can confidently discuss my artwork and take control of my own art by following instructions and exploring my own talents



# STP Year 9 (Autumn Half Term 1) -Food Wrappers and 3D design LESSONS

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (9.1-2)	Silver (9.3-4)	Gold (9.5-6)	Platinum (9.7+)
6	3D design work	Follow instructions to make 3D clay food art work	I can comment on my art work. I can follow instructions with the help of Miss Walker to create my clay piece of food.	I can confidently follow instructions and create a piece of art work with confidence	I can confidently discuss my artwork and follow instructions confidently	I can confidently discuss my artwork and take control of my own art by following instructions and exploring my own talents
7/8	Continue making 3D food item	Follow instructions to make 3D clay food art work. To paint the clay piece once fired.	I can comment on my art work and can follow instructions with the help of Miss Walker to create my clay food art.	I can confidently follow instructions and create a 3D piece of art work with confidence	I can confidently discuss my artwork and follow instructions confidently	I can confidently discuss my artwork and take control of my own art by following instructions and exploring my own talents
9	Evaluating work	Evaluating work	I can comment on my art work and can follow instructions with the help of Miss Walker to evaluate my work.	I can confidently comment on my art work and that of my peers.	I can confidently discuss my artwork and that of my peers using subject specific language	I can confidently discuss my artwork and that of others using subject specific language. I can confidently make alterations and act upon advice.

# STP Year 9 (Spring Half Term 3) - Intro -GCSE title - sealife LESSONS

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (9.1-2)	Silver (9.3-4)	Gold (9.5-6)	Platinum (9.7+)
1/ 2	Baseline assessment	Intro topic/title To use images of shaded turtles and make a transcript of one of the turtles on the A5 paper provided. Draw it to fit the paper and shade it to the best of your ability. Look at dark and light areas and copy it.	I can use my observational skills and draw the <u>basic</u> shape as accurately as possible and add <u>some</u> shade.	I can use my observational skills and draw the turtle with <u>ever growing accuracy</u> and I can shade dark - light in <u>aspects</u> of the shell.	I can use my observational skills and draw the turtle to a <u>high ability</u> and shade dark-light to make the shade 3d and look realistic in tone.	I can use my observational skills and draw the turtle to a <u>exceptional ability</u> and shade dark-light to make the shade 3d and look realistic in tone.  I can <u>comment</u> on mine and others work using subject specific language.
2/ 3	Intro to AO'S and GCSE assessment criteria  Tonal shading - techniques	What are AO'S- How link to GCSE assessment To explore shading techniques and drawing skills Exploration and design of mixed media	I can <u>comment</u> on my baseline assessment. I can get the basic shape correct and basic detail.  I can follow instructions to learn about shading	I can <u>comment</u> on my baseline assessment and others. I can recreate a true likeness and attempt some shading.  I can confidently follow instructions to learn about shading	I can <u>comment</u> on and compare baseline assessments using more subject specific language. I can recreate the baseline assessment and follow instructions to learn about using accurate detail and shade.	I can <u>comment</u> on and compare baseline assessments using subject specific language. I use exceptional drawing, shading skills to create my baseline and follow instructions to learn and apply shading knowledge..
3/ 4	Natural Forms	To apply shading techniques and use images of shaded shells and actual shells and make a transcript of one on the A5 paper provided. Draw it to fit the paper and shade it to the best of your ability. Look at dark and light areas and copy it.	I can use my observational skills and draw the <u>basic</u> shape as accurately as possible and add <u>some</u> shade.	I can use my observational skills and draw a shell with <u>ever growing accuracy</u> and I can shade dark - light in <u>aspects</u> of the shell.	I can use my observational skills and draw the shell to a <u>high ability</u> and shade dark-light to make the shade 3d and look realistic in tone.	I can use my observational skills and draw the shell to a <u>exceptional ability</u> and shade dark-light to make the shade 3d and look realistic in tone.  I can <u>comment</u> on mine and others work using subject specific language.

# STP Year 9 (Spring Half Term 3) - Intro -GCSE title - sealife LESSONS

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (9.1-2)	Silver (9.3-4)	Gold (9.5-6)	Platinum (9.7+)
5	Tamara Philips	Go through the powerpoint Tamara Philips- discuss and then give them images of her art work in groups- they have to post-it note and annotate on the images- likes, what they see, dislikes, meaning, type of art etc - make an artist research page about Tamara Philips- use the images and information provided. Write his name in bubble writing, then cut up some images and place them around the page. ( A3- provided) Write the information around the artist around the images. Then add 5 adjectives to describe his art.	I can <u>comment</u> and ask for help from my group or Miss Walker if needed.	I can analyse art work using some artistic language. I can follow instructions regarding the artist page	I can <u>analyse artwork and speak confidently</u> in front of others, using artistic language. I can create my own artist page	I can confidently and independently analyse artwork and relate it to pop art. I can use artistic language and independently create my own artist page with transcripts.
6 / 7	Tamara Philips Transcript	Is to create a transcript of Tamara Philips work for the artist page- flaps included	I can follow instructions and create transcripts of art work	I can confidently follow instructions and create a piece of art work with confidence	I can confidently discuss my artwork and follow instructions confidently	I can confidently discuss my artwork and take control of my own art by following instructions and exploring my own talents
8	Maria Barry	Go through the powerpoint Maria Barry- discuss and then give them images of her art work in groups- they have to post-it note and annotate on the images- likes, what they see, dislikes, meaning, type of art etc - make an artist research page about Maria Barry- use the images and information provided. Write his name in bubble writing, then cut up some images and place them around the page. ( A3- provided) Write the information around the artist around the images. Then add 5 adjectives to describe his art.	I can <u>comment</u> and ask for help from my group or Miss Walker if needed.	I can analyse art work using some artistic language. I can follow instructions regarding the artist page	I can <u>analyse artwork and speak confidently</u> in front of others, using artistic language. I can create my own artist page	I can confidently and independently analyse artwork and relate it to pop art. I can use artistic language and independently create my own artist page with transcripts.
	Maria Barry Transcript	Is to create a transcript of Maria Barry work for the artist page- how to make the page creative/flaps/folds etc	I can follow instructions and create transcripts of art work	I can confidently follow instructions and create a piece of art work with confidence	I can confidently discuss my artwork and follow instructions confidently	I can confidently discuss my artwork and take control of my own art by following instructions and exploring my own talents



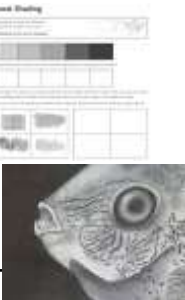
# STP Year 9 (Spring Half Term 4) - GCSE title- Sealife - Jason Scarpac LESSONS

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (9.1-2)	Silver (9.3-4)	Gold (9.5-6)	Platinum (9.7+)
1/2	Jason Scarpac-artist work	Use contemporary Artists to develop my work, inspire my design and be able to discuss their work and make links to own work. Be able to demonstrate an understanding of the artwork of Jason Scarpac. Group analysis. Make an artist research page	I can <u>comment</u> and ask for help from my group or Miss Walker if needed.	I can analyse art work using some artistic language. I can follow instructions regarding the artist page	I can <u>analyse artwork and speak confidently</u> in front of others, using artistic language. I can create my own artist page	I can confidently and independently analyse artwork and relate it to pop art. I can use artistic language and independently create my own artist page with transcripts.
3/4	Black/white transcript of Jason Scarpac	Use contemporary Artists to develop my work, inspire my design and be able to discuss their work and make links to own work. Be able to demonstrate an understanding of the artwork of Jason Scarpac.  <u>Make a transcript of the artist work- in black and white.</u>	I can follow instructions and create transcripts of art work using shading techniques.	I can confidently follow instructions and create a piece of art work with confidence using shading techniques	I can confidently discuss my artwork and follow instructions using highly developed shading with confidently	I can confidently discuss my artwork and take control of my own art by following instructions and exploring my own talents. I use exceptional shading techniques.
5/6	Colour transcript of Jason Scarpac art work	Use contemporary Artists to develop my work, inspire my design and be able to discuss their work and make links to own work. Be able to demonstrate an understanding of the artwork of Jason Scarpac.  <u>Make a transcript of the artist work- in colour – paint/inks</u>	I can follow instructions and create transcripts of art work using colour shading techniques.	I can confidently follow instructions and create a piece of art work with confidence using accurate colour shading techniques	I can confidently discuss my artwork and follow instructions using highly developed colour use and shading with confidently	I can confidently discuss my artwork and take control of my own art by following instructions and exploring my own talents. I use exceptional colour use and shading techniques.




# STP Year 9 (Spring Half Term 4) - GCSE title- Sealife - Jason Scarpac LESSONS

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (9.1-2)	Silver (9.3-4)	Gold (9.5-6)	Platinum (9.7+)
7/8	Assessed piece-creating own inspired art work	Use images of Jason Scarpac paintings and create your own colour or black and white version of a different sea creature. <i>Assessed piece</i>	I can follow instructions and create designs of art work	I can confidently follow instructions and create a piece of art work with confidence	I can confidently discuss my artwork and follow instructions confidently	I can confidently discuss my artwork and take control of my own art by following instructions and exploring my own talents
9	Evaluating art work Making alterations	Evaluating work/ following/seeking advice to make alterations	I can comment on my art work and can follow instructions with the help of Miss Walker to evaluate my work.	I can confidently comment on my art work and that of my peers.	I can confidently discuss my artwork and that of my peers using subject specific language	I can confidently discuss my artwork and that of others using subject specific language. I can confidently make alterations and act upon advice.

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (9.1-2)	Silver (9.3-4)	Gold (9.5-6)	Platinum (9.7+)
1/2	Mixed media - backgrounds and drawing techniques 	Develop and demonstrate shading and drawing skills Make a double page ( A4-A3) of detailed shaded drawing of at least 2-3 sea creatures. Use either newspaper or book paper as a background to draw your sea creatures on.	I can follow instructions and create designs of art work	I can confidently follow instructions and create a piece of art work with confidence	I can confidently discuss my artwork and follow instructions confidently	I can confidently discuss my artwork and take control of my own art by following instructions and exploring my own talents
3/4		Control and manipulation through exploration and design of mixed media Develop and demonstrate shading and drawing skills Size- A4 – recreate a mixed media piece including drawing and shading.	I can follow instructions and create transcripts of art work using shading techniques.	I can confidently follow instructions and create a piece of art work with confidence using shading techniques	I can confidently discuss my artwork and follow instructions using highly developed shading with confidently	I can confidently discuss my artwork and take control of my own art by following instructions and exploring my own talents. I use exceptional shading techniques.
5/6		To use your knowledge of shading to recreate this piece. I would either dark shade, card or paint the background and then draw and shade the fish as identical as you can to this image. Use observational skills and previous knowledge to Recreate this piece. ( At least A5- A4 size no smaller please)	I can follow instructions and create transcripts of art work using shading techniques.	I can confidently follow instructions and create a piece of art work with confidence using shading techniques	I can confidently discuss my artwork and follow instructions using highly developed shading with confidently	I can confidently discuss my artwork and take control of my own art by following instructions and exploring my own talents. I use exceptional shading techniques.
7	Evaluating	Evaluating work/ following/seeking advice to make alterations	I can comment on my art work and can follow instructions with the help of Miss Walker to evaluate my work.	I can confidently comment on my art work and that of my peers.	I can confidently discuss my artwork and that of my peers using subject specific language	I can confidently discuss my artwork and that of others using subject specific language. I can confidently make alterations and act upon advice.

# STP Year 9 (Summer Half Term 6) - GCSE -Sealife - Amy Genser and 3D design LESSONS

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (9.1-2)	Silver (9.3-4)	Gold (9.5-6)	Platinum (9.7+)
1/ 2	Artist research- Amy Genser	<p>Group discussion about her work and pieces similar- watch the you tube video</p> <p>Research and create an artist research page about the artist Amy Genser. (This can be either on the computer or on paper.)</p> <p>It needs to include the following information-</p> <ul style="list-style-type: none"> <li>- Title- name of artist</li> <li>-Include some images at least 4- 5 of the artist work.</li> <li>- Annotate- write a paragraph on the artist and background</li> <li>write a paragraph on her style of art and medium used e.g. acrylic paint/watercolours etc</li> <li>Write your opinion on her work and why. Vary your language.</li> </ul>	I can <u>comment</u> and ask for help from my group or Miss Walker if needed.	I can analyse art work using some artistic language. I can follow instructions regarding the artist page	I can <u>analyse artwork and speak confidently</u> in front of others, using artistic language. I can create my own artist page	I can confidently and independently analyse artwork and relate it to pop art. I can use artistic language and independently create my own artist page with transcripts.
3/ 4	Transcript on the artist page	 <p>Create a small transcript of coiled paper/card in areas on the artist page</p>	I can follow instructions and create transcripts of art work	I can confidently follow instructions and create a piece of art work with confidence	I can confidently discuss my artwork and follow instructions confidently	I can confidently discuss my artwork and take control of my own art by following instructions and exploring my own talents
5/ 6	Assessed canvas piece inspired by Amy Genser	<p>Recreate your own Amy Genser inspired piece – at least A5-A4 size (no smaller.)</p> <p>Paint/ink the background, and use the coiled paper /card idea from previous piece and make a piece like this.</p> <p>You are making a transcript of Amy Genser's work.</p>	I can follow instructions and create designs of art work	I can confidently follow instructions and create a piece of art work with confidence	I can confidently discuss my artwork and follow instructions confidently	I can confidently discuss my artwork and take control of my own art by following instructions and exploring my own talents
7	Evaluating	Evaluating work/ following/seeking advice to make alterations	I can comment on my art work and can follow instructions with the help of Miss Walker to evaluate my work.	I can confidently comment on my art work and that of my peers.	I can confidently discuss my artwork and that of my peers using subject specific language	I can confidently discuss my artwork and that of others using subject specific language. I can confidently make alterations and act upon advice.





## New topics

- Detail -Natural forms
  - Altered nature – Microscopic art

Content Overview	AO1 – AO2 Project 1- Detail and deconstruction	AO1 – AO2 Project 1- Detail and deconstruction	AO3. – AO4 Project 1 – Detail and deconstruction- final pieces	AO1 – AO2 Project 2 -	AO1 – AO2 Project 2- Detail and design	AO3. – AO4 Project 2- Detail and design- final pieces
Aims	Students are to understand how the course is put together. Students begin to build their confidence when working whilst learning Key Words associated with art. Students will explore the concept of GCSE art and assessment. Students will set their own artistic targets. Start new project in steps-guided by T. Researching titles and artists. Page format etc	Students are introduced to the concept of a creating backgrounds and researching. Students will look at the basics of analysing art Students will continue to improve their confidence when creating sketchbook pages and designs/transcripts/drawings.	Students to explore the idea of showing and developing a process to a means of presenting final pieces . Pupils learn in detail how to annotate work and evaluate purposefully	Students use previous knowledge to begin steps to creating a book based on a new aspect of the title Detail-linked to Alexander McQueen and design. Students will learn new medium techniques and research artists that link. Students will learn new medium techniques and research artists that link.	Students use previous knowledge to begin steps to creating a book based on a new aspect of the title Detail-linked to Alexander McQueen and design. Students will learn new medium techniques and research artists that link.. Students will continue to improve their confidence when creating sketchbook pages and designs/transcripts/drawings.	Students will RECAP all Area's of Study whilst developing an understanding of new concepts based on GCSE expectations. Students to explore developing a process to a means of presenting final pieces . Pupils learn in detail how to annotate work and evaluate purposefully Students will continue to create, analyse, evaluate, present own interpretations and complete a MOCK EXAM.
Literacy	<b>Reading:</b> Analyse and Evaluate new information <b>Listening and Talking:</b> Group Discussions	<b>Listening and Talking:</b> Active Listening (solving problems) Individual Talk	<b>Writing:</b> Type and Purpose of Writing	<b>Reading:</b> Analyse and Evaluate new information <b>Listening and Talking:</b> Group Discussions	<b>Listening and Talking:</b> Active Listening (solving problems) Individual Talk <b>Writing:</b> Type and Purpose of Writing	<b>Reading:</b> Analyse and Evaluate information <b>Writing:</b> Type and Purpose of Writing
Cross – Curricular	<b>English:</b> Speaking in full sentences <b>Reading:</b> Analyse and Evaluate new information <b>Listening and Talking:</b> Group Discussions	<b>English:</b> Speaking in full sentences <b>PSHE:</b> Acceptance of other cultures	<b>PSHE:</b> Acceptance of other cultures <b>PSHE:</b> Organisation, Problem Solving, Time Management Skills	<b>History:</b> How arts have developed and changed throughout time <b>PSHE:</b> Acceptance of other cultures	<b>History:</b> How arts have developed and changed throughout time	<b>PSHE:</b> Organisation, Problem Solving, Time Management Skills <b>Reading:</b> Analyse and Evaluate new information <b>Listening and Talking:</b> Group Discussions
Skills	-Have an understanding of the basics of art and design. -Draw from observation and develop your understanding of shape and form -To understand the AO'S and assessment-Use appropriate terminology to discuss and evaluate my own and the work of others.  <b>By the end of this half term I will be able to:</b> - Demonstrate my understanding of the AO'S and how to research an artist. - Know the terminology associated with the artwork./ssubject specific art. - Understand elements of the beginning of a project. - Learn to create interesting pages	Have an understanding of the basics of art and design. -Draw from observation and develop your understanding of shape and form -How to research an artist and create an artist research page. -Use appropriate terminology to discuss and evaluate my own work and others.  <b>By the end of this half term I will be able to:</b> Demonstrate my understanding of artists work to influence my own work Know the terminology associated with the artwork./ssubject specific art. Understand elements of the beginning of a project. Learn to create interesting pages	Have an understanding of the basics of art and design. -Draw from observation and develop your understanding of shape and form -How to research an artist and create an artist research page. -Use appropriate terminology to discuss and evaluate my own and the work of others.  <b>By the end of this half term I will be able to:</b> - Demonstrate my understanding of artsits/cultural art/sculpture and to apply my knowledge to my work. - Develop an understanding and research GCSE topics and relevant artists to use their style to influence their final piece	Have an understanding of the basics of art and design. -Draw from observation and develop your understanding of shape and form -How to research an artist and create an artist research page. -Use appropriate terminology to discuss and evaluate my own and the work of others.  <b>By the end of this half term I will be able to:</b> - Demonstrate my understanding of artsits/cultural art/sculpture and to apply my knowledge to my work. - Develop an understanding and research GCSE topics and relevant artists to use their style to influence their final piece	Have an understanding of the basics of art and design. -Draw from observation and develop your understanding of shape and form -How to research an artist and create an artist research page. -Use appropriate terminology to discuss and evaluate my own and the work of others.  <b>By the end of this half term I will be able to:</b> - Demonstrate my understanding of artsits/cultural art/sculpture and to apply my knowledge to my work. - Develop an understanding and research GCSE topics and relevant artists to use their style to influence their final piece	Have an understanding of the basics of art and design. -Draw from observation and develop your understanding of shape and form -How to research an artist and create an artist research page. -Use appropriate terminology to discuss and evaluate my own and the work of others.  <b>By the end of this half term I will be able to:</b> - Demonstrate my understanding of artsits/cultural art/sculpture and to apply my knowledge to my work. - Develop an understanding and research GCSE topics and relevant artists to use their style to influence their final piece
Assessment ↑	<b>Formative:</b> Questioning Knowledge Drills Verbal WWW/EBI Marking - Green Pen <b>Summative:</b> Assessment against AO'S	<b>Formative:</b> Questioning Knowledge Drills Verbal WWW/EBI Marking - Green Pen <b>Summative:</b> Assessment against AO'S	<b>Formative:</b> Questioning Knowledge Drills Verbal WWW/EBI Marking - Green Pen <b>Summative:</b> Assessment against AO'S	<b>Formative:</b> Questioning Knowledge Drills Verbal WWW/EBI Marking - Green Pen <b>Summative:</b> Assessment against AO'S	<b>Formative:</b> Questioning Knowledge Drills Verbal WWW/EBI Marking - Green Pen <b>Summative:</b> Assessment against AO'S	<b>Formative:</b> Questioning Knowledge Drills Verbal WWW/EBI Marking - Green Pen <b>Summative:</b> MOCK EXAM – Assessment against AO'S

Project 1- Detail and deconstruction	Detail and deconstruction	Detail and deconstruction- final pieces	-Detail and design ( Alexander McQueen)	Project 2- Detail and design	Detail and design- final pieces
<p><b>Intent:</b></p> <p>Produce a title page, mind map ideas and research artists linked to Detail based on exploring their ideas and recording their experiences</p> <p>To look natural forms /objects and draw/paint shade – mixed mediums to create a large piece.</p> <ul style="list-style-type: none"> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques linked to artists</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists, product design and understand the historical and cultural development of their art forms..</li> <li><b>Understand assessment at GCSE – A0's- analyse previous sketchbooks and assess.</b></li> </ul> <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>Knowledge Organiser outlining important information needed for this term.</li> <li>Confidence Boost: To begin creating interesting pages to the project Detail.</li> <li>Moving Forward: Students and AW will then set their own performance targets using the GCSE Assessment Criteria.</li> <li>Knowledge: Discussions as to how we organise art/sketchbooks and define Key Words associated with art/detail</li> <li>Understanding: Explore, examine, question art and artists</li> <li>Follow guidance and T led activities</li> <li>Knowledge Drill (Written Quiz on Key Words)</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>To be able to discuss the A0'S and meaning (Students to highlight what they are already doing well in the GCSE Assessment Criteria Grid and to set targets as to what they need to do to improve their artistic ability and reach a higher grade.</li> <li>To be able to confidently design the first few pages to their sketchbook project</li> <li>Knowledge Drills: Written Quizzes will test student's understanding of Theoretical Vocabulary.</li> <li>Questioning and responding to marking in green pen allows students to show their understanding.</li> <li>Written Assessment testing students on everything they have learned in this term.</li> </ul>	<p><b>Intent:</b></p> <p>Collect photographs, produce observational drawings/studies of natural forms to Detail based on exploring their ideas and recording their experiences</p> <p>Create lino prints and 3d flowers- leading to sculpture/lino print piece, produce</p> <ul style="list-style-type: none"> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques linked to artists</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists, product design and understand the historical and cultural development of their art forms..</li> <li><b>Understand assessment at GCSE – A0's- analyse previous sketchbooks and assess.</b></li> </ul> <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>Knowledge Organiser outlining important information needed for this term.</li> <li>Confidence Boost: To begin creating interesting pages to the project Detail.</li> <li>Moving Forward: Students and AW will then set their own performance targets using the GCSE Assessment Criteria.</li> <li>Knowledge: Discussions as to how we organise art/sketchbooks and define Key Words associated with art/detail</li> <li>Understanding: Explore, examine, question art and artists</li> <li>Follow guidance and T led activities</li> <li>Knowledge Drill (Written Quiz on Key Words)</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>To be able to discuss the A0'S and meaning (Students to highlight what they are already doing well in the GCSE Assessment Criteria Grid and to set targets as to what they need to do to improve their artistic ability and reach a higher grade.</li> <li>To be able to confidently design the first few pages to their sketchbook project</li> <li>Knowledge Drills: Written Quizzes will test student's understanding of Theoretical Vocabulary.</li> <li>Questioning and responding to marking in green pen allows students to show their understanding.</li> </ul>	<p><b>Intent:</b></p> <p>Deconstructive painting- explore artist influences - do observational drawings/studies of natural forms to Detail based on exploring their ideas and recording their experiences</p> <ul style="list-style-type: none"> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques linked to artists</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists, product design and understand the historical and cultural development of their art forms..</li> <li><b>Understand assessment at GCSE – A0's- analyse previous sketchbooks and assess.</b></li> </ul> <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>Knowledge Organiser outlining important information needed for this term.</li> <li>Confidence Boost: To begin creating interesting pages to the project Detail.</li> <li>To design and make 3d designs/lino prints</li> <li>Moving Forward: Students and AW will then set their own performance targets using the GCSE Assessment Criteria.</li> <li>Knowledge: Discussions as to how we organise art/sketchbooks and define Key Words associated with art/detail</li> <li>Understanding: Explore, examine, question art and artists</li> <li>Follow guidance and T led activities</li> <li>Knowledge Drill (Written Quiz on Key Words)</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>To be able to discuss the A0'S and meaning (Students to highlight what they are already doing well in the GCSE Assessment Criteria Grid and to set targets as to what they need to do to improve their artistic ability and reach a higher grade.</li> <li>To be able to confidently design and create pieces</li> <li>To use artist work to influence their work, create transcripts and pages to their sketchbook project</li> <li>Knowledge Drills: Written Quizzes will test student's understanding of Theoretical Vocabulary.</li> <li>Questioning and responding to marking in green pen allows students to show their understanding.</li> </ul>	<p><b>Intent:</b></p> <p>New project /sketchbook- leave title page/mind map/research page-pinterest page</p> <p>Create individual pages- transcripts based on skulls/roses and gothic art.</p> <p>Explore shading and drawing of skulls and roses</p> <p>Look at pencil and pen crosshatching shading- final piece for mock exam</p> <p>, produce observational drawings/studies of natural forms to Detail based on exploring their ideas and recording their experiences</p> <ul style="list-style-type: none"> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques linked to artists</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists, product design and understand the historical and cultural development of their art forms..</li> <li><b>Understand assessment at GCSE – A0's- analyse previous sketchbooks and assess.</b></li> </ul> <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>Knowledge Organiser outlining important information needed for this term.</li> <li>Confidence Boost: To begin creating interesting pages to the project Detail.</li> <li>To design and make 3d designs/lino prints</li> <li>Moving Forward: Students and AW will then set their own performance targets using the GCSE Assessment Criteria.</li> <li>Knowledge: Discussions as to how we organise art/sketchbooks and define Key Words associated with art/detail</li> <li>Understanding: Explore, examine, question art and artists</li> <li>Follow guidance and T led activities</li> <li>Knowledge Drill (Written Quiz on Key Words)</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>To be able to discuss the A0'S and meaning (Students to highlight what they are already doing well in the GCSE Assessment Criteria Grid and to set targets as to what they need to do to improve their artistic ability and reach a higher grade.</li> <li>To be able to confidently design the first few pages to their sketchbook project</li> <li>To use artist work to influence their work, create transcripts and pages to their sketchbook project</li> <li>Knowledge Drills: Written Quizzes will test student's understanding of Theoretical Vocabulary.</li> <li>Questioning and responding to marking in green pen allows students to show their understanding.</li> </ul>	<p><b>Intent:</b></p> <p>Create individual pages- transcripts based on skulls/roses and gothic art.</p> <ul style="list-style-type: none"> <li>Investigate artists linked to gothic art- Paul Jackson/Tom French</li> <li>Transcripts- own piece based on that</li> <li>Look at sugar skulls- Mexican day of dead, , produce observational drawings/studies of natural forms to Detail based on exploring their ideas and recording their experiences</li> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques linked to artists</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists, product design and understand the historical and cultural development of their art forms..</li> <li><b>Understand assessment at GCSE – A0's- analyse previous sketchbooks and assess.</b></li> </ul> <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>Knowledge Organiser outlining important information needed for this term.</li> <li>Confidence Boost: To begin creating interesting pages to the project Detail.</li> <li>To design and make 3d designs/lino prints</li> <li>Moving Forward: Students and AW will then set their own performance targets using the GCSE Assessment Criteria.</li> <li>Knowledge: Discussions as to how we organise art/sketchbooks and define Key Words associated with art/detail</li> <li>Understanding: Explore, examine, question art and artists</li> <li>Follow guidance and T led activities</li> <li>Knowledge Drill (Written Quiz on Key Words)</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>To be able to discuss the A0'S and meaning (Students to highlight what they are already doing well in the GCSE Assessment Criteria Grid and to set targets as to what they need to do to improve their artistic ability and reach a higher grade.</li> <li>To be able to confidently design the first few pages to their sketchbook project</li> <li>Knowledge Drills: Written Quizzes will test student's understanding of Theoretical Vocabulary.</li> <li>Questioning and responding to marking in green pen allows students to show their understanding.</li> </ul>	<p><b>Intent:</b></p> <p>Create individual pages- transcripts based on clay work, lino printing and begin Alexander McQueen research and design work.</p> <p>, produce observational drawings/ Detail based on exploring their ideas and recording their experiences</p> <ul style="list-style-type: none"> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques linked to artists</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists, , <b>Understand assessment at GCSE – A0's- analyse previous sketchbooks and assess.</b></li> </ul> <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>Knowledge Organiser outlining important information needed for this term.</li> <li>Confidence Boost: To begin creating interesting pages to the project Detail.</li> <li>To design and make 3d designs/lino prints</li> <li>Moving Forward: Students and AW will then set their own performance targets using the GCSE Assessment Criteria.</li> <li>Knowledge: Discussions as to how we organise art/sketchbooks and define Key Words associated with art/detail</li> <li>Understanding: Explore, examine, question art and artists</li> <li>Follow guidance and T led activities</li> <li>Knowledge Drill (Written Quiz on Key Words)</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>To be able to discuss the A0'S and meaning (Students to highlight what they are already doing well in the GCSE Assessment Criteria Grid and to set targets as to what they need to do to improve their artistic ability and reach a higher grade.</li> <li>To be able to confidently design and create</li> <li>To use artist work to influence their work, create transcripts and pages to their sketchbook project</li> <li>Knowledge Drills: Written Quizzes will test student's understanding of Theoretical Vocabulary.</li> <li>Questioning and responding to marking in green pen allows students to show their understanding.</li> </ul>

## GCSE ASSESSMENT CRITERIA

Name:										Target Grade:									
Marks		Assessment Objective 1				Assessment Objective 2				Assessment Objective 3				Assessment Objective 4					
Grade		Develop ideas through investigations, demonstrating critical understanding of sources.				Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.				Record ideas, observations and insights relevant to intentions as work progresses.				Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.					
	9+	24 Convincingly	An exceptional ability to effectively develop ideas through creative and purposeful investigations. An exceptional ability to engage with and demonstrate critical understanding of sources.				An exceptional ability to thoughtfully refine ideas with discrimination. An exceptional ability to effectively select and experiment with appropriate media, materials, techniques and processes.				An exceptional ability to skillfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses				An exceptional ability to present a personal and meaningful response + realise intentions with confidence and conviction. An exceptional ability to demonstrate understanding of visual language.				
	9=	23 Clearly																	
	9-	22 Adequately																	
	8+	21 Just																	
8=	20 Convincingly	A highly developed ability to effectively develop ideas through creative and purposeful investigations. A highly developed ability to demonstrate critical understanding of sources.				A highly developed ability to thoughtfully refine ideas. A highly developed ability to effectively select and experiment with appropriate media, materials, techniques and processes.				A highly developed ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses				A highly developed ability to present a personal and meaningful response and realise intentions with confidence and conviction. A highly developed ability to demonstrate understanding of visual language.					
8-	19 Clearly																		
7+	18 Adequately																		
6+7-	17 Just																		
6	16 Convincingly	A consistent ability to effectively develop ideas through purposeful investigations. A consistent ability to demonstrate critical understanding of sources				A consistent ability to thoughtfully refine ideas. A consistent ability to effectively select and experiment with appropriate media, materials, techniques and processes.				A consistent ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses				A consistent ability to competently present a personal and meaningful response and realise intentions. A consistent ability to demonstrate understanding of visual language.					
5	15 Clearly																		
5-4+	14 Adequately																		
4=	13 Just																		
4-3+	12 Convincingly	A moderate ability to effectively develop ideas through purposeful investigations. A moderate ability to demonstrate critical understanding of sources				A moderate ability to thoughtfully refine ideas. A moderate ability to effectively select and experiment with appropriate media, materials, techniques and processes.				A moderate ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses				A moderate ability to competently present a personal and meaningful response and realise intentions. A moderate ability to demonstrate understanding of visual language.					
3=	11 Clearly																		
3	10 Adequately																		
3-	9 Just																		
2+	8 Convincingly	Some ability to develop ideas through purposeful investigations. Some ability to demonstrate critical understanding of sources.				Some ability to refine ideas. Some ability to select and experiment with appropriate media, materials, techniques and processes.				Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.				Some ability to present a personal and meaningful response and realise intentions. Some ability to demonstrate understanding of visual language.					
2=	7 Clearly																		
2=	6 Adequately																		
2-	5 Just																		
1	4 Convincingly	Minimal ability to develop ideas through purposeful investigations. Minimal ability to demonstrate critical understanding of sources.				Minimal ability to refine ideas. Minimal ability to select and experiment with appropriate media, materials, techniques and processes.				Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses				Minimal ability to present a personal and meaningful response and realise intentions. Minimal ability to demonstrate understanding of visual language.					
1	3 Clearly																		
1	2 Adequately																		
0	1 Just																		
Totals																			
Comment																			



**AO1** **EXPLORE**  
**ANNOTATE**  
**BEGIN TO LINK A**  
**THEME** **IMAGES**  
**TO YOUR CHOSEN ARTISTS WORK**  
**WRITTEN ANALYSIS** **ARTISTS**  
**LINK ARTISTS WORK TO**  
**IDEAS AND ARTWORK** **RESEARCH**

# A02

LINKING TECHNIQUES  
TO ARTISTS  
AND THEMES

EXPERIMENT  
WITH A

DRAWING

RANGE

OF MEDIA

TEXTILES

WATERCOLOUR

CLAY

MIXED MEDIA  
PHOTOGRAPHS  
OIL PASTEL

PEN AND INK

**A03** IDEAS

IDEAS LINKING TO  
ARTISTS WORK  
**ALL ARTWORK**  
LINKING TOGETHER  
**PLANS, DESIGNS**  
IN A RANGE OF  
DIFFERENT MEDIA  
OBSERVATIONAL  
**DRAWINGS**  
**PLANS**  
EXPLANATIONS  
ANNOTATION



**A04** **FINAL**  
**MEANINGFUL** **PIECE OF WORK**  
**INFORMED** **SHOW UNDERSTANDING**  
**RESPONSE** **LINKS**  
**LINK BETWEEN** **TO ARTISTS WORK**  
**VISUALS AND ARTISTS** **RELEVANT**  
**PRESENTATION**



**A01** EXPLORE  
ANNOTATE  
BEGIN TO LINK A  
**THEME** IMAGES  
TO YOUR CHOSEN ARTISTS WORK  
WRITTEN ANALYSIS  
LINK ARTISTS WORK TO  
IDEAS AND ARTWORK **RESEARCH**

**A02** EXPERIMENT  
WITH A  
DRAWING  
LINKING TECHNIQUES  
TO ARTISTS  
AND THEMES  
RANGE  
OF MEDIA  
TEXTILES  
WATERCOLOUR  
CLAY MIXED MEDIA  
PHOTOGRAPHS  
OIL PASTEL  
PEN AND INK

**A03** IDEAS  
IDEAS LINKING TO  
ARTISTS WORK  
OBSERVATIONAL  
DRAWINGS  
ALL ARTWORK  
LINKING TOGETHER  
PLANS, DESIGNS  
IN A RANGE OF EXPLANATIONS  
DIFFERENT MEDIA ANNOTATION

**A04** FINAL  
MEANINGFUL  
PIECE OF WORK  
INFORMED SHOW UNDERSTANDING  
RESPONSE  
LINKS  
LINK BETWEEN  
VISUALS AND ARTISTS  
PRESENTATION  
TO ARTISTS WORK  
RELEVANT

# STP Year 10 (Autumn Half Term 1) - Ao1/AO2 - Detail and Deconstructive art LESSONS (PART 1)

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (10.1-2)	Silver (10.3-4)	Gold (10.5-6)	Platinum (10.7+)
1	Welcome to GCSE ART	To be confident in knowing what's expected me in all aspects of the course. <b>AO'S AND ASSESSMENT</b>				
2	Mind mapping	To confidently discuss and analyze a title Detail- create a page with transcripts	I can <u>define</u> what Detail means	I can <u>name</u> aspects /bullet points within a title/break down elements	I can <u>analyze</u> a piece of art/title and confidently discuss	I can independently <u>analyze</u> a. title in detail and confidently talk about elements in
3	Pinterest/Google-research page	To understand how to research and develop an understanding of images that influence a title/project	I can <u>identify</u> basic elements of a title/research areas within	I can identify elements of a title in image form with various outcomes	I can confidently reflect on the meaning of a title and find various pictorial images related..	I can confidently reflect on the meaning of a title and find various pictorial images related. I can discuss my ideas.
4 / 5	Observational drawings of natural forms-shading techniques	Look at shading, light-dark and making drawings 3D- items	I can use my observational skills and draw the <u>basic</u> shape as accurately as possible and add <u>some</u> shade.	I can use my observational skills and draw a shell with <u>ever</u> growing <u>accuracy</u> and I can shade dark - light in <u>aspects</u> of the shell.	I can use my observational skills and draw the shell to a <u>high</u> ability and shade dark-light to make the shade 3d and look realistic in tone.	I can use my observational skills and draw the shell to a <u>exceptional</u> ability and shade dark-light to make the shade 3d and look realistic in tone.  I can <u>comment</u> on mine and others work using subject specific language.
6 / 7	Completion of object observational drawings/ Title page	To have the confidence to create a title page that shows understanding of the title/project..	I can follow instructions and create designs of art work	I can confidently follow instructions and create a piece of art work with confidence	I can confidently discuss my artwork and follow instructions confidently	I can confidently discuss my artwork and take control of my own art by following instructions and exploring my own talents

# STP Year 10 (Autumn Half Term 1) - Ao1/AO2 - Detail and Deconstructive art LESSONS (PART 1)

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (10.1-2)	Silver (10.3-4)	Gold (10.5-6)	Platinum (10.7+)
7 / 8 / 9	3d design based on natural forms- pods- clay/ or wire	To use knowledge of natural forms to create a 3d piece- wire and/or clay	I can follow instructions and create designs of art work	I can confidently follow instructions and create a piece of art work with confidence	I can confidently discuss my artwork and follow instructions confidently	I can confidently discuss my artwork and take control of my own art by following instructions and exploring my own talents
10	Detail in roses/flowers- photographic work	To take first hand images based on a theme and draw from them( transcripts-mixed media)	<p>I can take some photographic images of flowers- close ups</p> <p>I can use my observational skills and draw the <u>basic</u> shape as accurately as possible and add <u>some</u> shade.</p>	<p>I can take some creative photographic images of flowers- close ups</p> <p>I can use my observational skills and draw a shell with <u>ever growing accuracy</u> and I can shade dark - light in <u>aspects</u> of the shell.</p>	<p>I can confidently and independently take some photographic images of flowers- close ups</p> <p>I can use my observational skills and draw the shell to a <u>high ability</u> and shade dark-light to make the shade 3d and look realistic in tone.</p>	<p>I can confidently and independently take some photographic images of flowers- close ups</p> <p>I can use my observational skills and draw the shell to a <u>exceptional ability</u> and shade dark-light to make the shade 3d and look realistic in tone.</p> <p>I can <u>comment</u> on mine and others work using subject specific language.</p>

**STP Year 10 (Autumn Half Term 2) -A01/AO2- Detail and Deconstructive art LESSONS (PART 2)**



	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (10.1-2)	Silver (10.3-4)	Gold (10.5-6)	Platinum (10.7+)
11	Detail in roses/flowers-photographic work	Draw from photographs (transcripts-mixed media)	I can use my observational skills and draw the <u>basic</u> shape as accurately as possible and add <u>some</u> shade.	I can use my observational skills and draw a shell with <u>ever growing accuracy</u> and I can shade dark - light in <u>aspects</u> of the shell.	I can use my observational skills and draw the shell to a <u>high ability</u> and shade dark-light to make the shade 3d and look realistic in tone.	I can use my observational skills and draw the shell to a <u>exceptional ability</u> and shade dark-light to make the shade 3d and look realistic in tone.  I can <u>comment</u> on mine and others work using subject specific language.
12	Georgia O'Keefe- Artist research	Be able to demonstrate an understanding of the artwork of Georgia O'Keefe. Group analysis. Make an artist research page	I can <u>comment</u> on artist work and create a <u>basic artist research page with an attempt at a transcript</u>	I can analyse art work using some artistic language. I can be creative when designing my artist page, include relevant information and a <u>moderate</u> transcript.	I can <u>analyse artwork and speak confidently</u> in front of others, using artistic language. I can create my own individual artist page with flaps and a <u>highly</u> detailed transcript.	I can <u>confidently and independently analyse</u> artwork and relate this in my artwork. I can use artistic language and independently and creatively design my own artist page with <u>exceptional</u> transcripts.
13 14	Lino design and cutting	To understand what Lino printing is and design a flower inspired image on the lino  To know how to safely use a lino tool and cut the lino design ready to print.	I can follow instructions and <u>with guidance</u> I can create a <u>simple</u> lino design and safely use a lino tool.	I can confidently follow instructions and create a <u>moderate</u> lino design and with <u>some guidance</u> use the lino tool safely with confidence	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed design and confidently and safely use a lino tool.</u>	I can confidently discuss my artwork and follow instructions confidently to create an <u>exceptional design and confidently and safely use a lino tool.</u>
15	Lino printing	To learn how to print safely their lino design	I can follow instructions and <u>with guidance</u> I can print my Lino design in <u>2 colours.</u>	I can confidently follow instructions and with <u>some guidance</u> , I can print my lino design in <u>3 colours.</u>	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed design in at least 3 printing colours.</u>	I can confidently discuss my artwork and follow instructions to create an <u>exceptional design. In at least 3-4 colours. I can display my prints creatively.</u>







**STP Year 10 (Autumn Half Term 2) -A01/AO2- Detail and Deconstructive art LESSONS (PART 2)**

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (10.1-2)	Silver (10.3-4)	Gold (10.5-6)	Platinum (10.7+)
<b>16</b>	Intro-experimentin g making -3d paper flowers	<b>To understand paper sculptures- look and research images To then follow step by step instructions on how to create 2 different paper flowers</b>	I can follow instructions and <u>with T support</u> , I can make 2 different paper flowers.	I can confidently follow instructions and with <u>some guidance</u> , I can make the 2 different paper flowers.	I can confidently discuss my artwork and follow instructions to <u>independently create 2 different highly developed paper flowers.</u>	I can confidently discuss my artwork and follow instructions to <u>independently create 2 exceptional designed paper flowers.</u>
<b>17 +</b>	Designing+ making 3d paper sculpture	<b>To use knowledge to create design of paper sculpture/ research page and H/W to create sculpture.</b>	I can follow instructions and <u>with T support</u> , I can research and design <u>2</u> paper flower sculptures  <u>I can with some guidance</u> create my 3d paper flower sculpture.	I can confidently follow instructions and with <u>some guidance</u> , I can research and design <u>3</u> paper flower sculptures  <u>I can with some guidance</u> create my 3d paper flower sculpture.	I can confidently discuss my artwork and follow instructions to <u>independently design 4 different highly developed paper flower sculptures.</u>  I can <u>confidently and independently</u> make a <u>highly developed</u> 3d flower sculpture	I can confidently discuss my artwork and follow instructions to <u>independently design 4 different highly developed paper flower sculptures.</u>  I can <u>confidently and independently</u> make an exceptional 3d flower sculpture.

# STP Year 10 (Spring Half Term 3) - Ao3/A04 - Detail and Deconstructive art LESSONS (PART 3- final piece)

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (10.1-2)	Silver (10.3-4)	Gold (10.5-6)	Platinum (10.7+)
1	Louis Turpin-artist Research + transcript	Be able to demonstrate an understanding of the artwork of Louis Turpin. Make an artist research page- focus is the painted background transcript	I can <u>comment</u> on artist work and create <u>a basic artist research page with an attempt at a transcript</u>	I can analyse art work using some artistic language. I can be creative when designing my artist page, include relevant information and a <u>moderate</u> transcript.	I can <u>analyse artwork and speak confidently</u> in front of others, using artistic language. I can create my own individual artist page with flaps and a <u>highly detailed</u> transcript.	I can <u>confidently and independently analyse</u> artwork and relate this in my artwork. I can use artistic language and independently and creatively design my own artist page with <u>exceptional</u> transcripts.
2	Deconstructive images	To understand what a <b>deconstructive painting is</b> and use magazines to create layered images	I can follow instructions and with T support, I can make 2 deconstructive layered images	I can confidently follow instructions and with <u>some guidance</u> , I can make the 2 deconstructive layered images	I can confidently discuss my artwork and follow instructions to <u>independently create 3 different highly developed deconstructive layered images</u>	I can confidently discuss my artwork and follow instructions to <u>independently create 3 exceptional designed deconstructive layered images</u>
3	Intro in Deconstructive paintings- base -delaying to colours		I can follow instructions and with T support, I can choose an image , take a view finder and select a section and deconstruct the layers.	I can confidently follow instructions and with <u>some guidance</u> , I can choose an image , take a view finder and select a section and deconstruct the layers	I can confidently discuss my artwork and follow instructions to <u>independently choose an image , take a view finder and select a section and deconstruct the layers in order to create a highly developed deconstructive painting</u>	I can confidently discuss my artwork and follow instructions to <u>independently choose an image , take a view finder and select a section and deconstruct the layers in order to create an exceptional deconstructive painting</u>
4-5	Deconstructive painting- and step by step drawings for sketchbook		I can follow instructions and with T support, I can recreate my image section by deconstructing the layers.	I can confidently follow instructions and with <u>some guidance</u> , I can recreate my image section by deconstructing the layers.	I can confidently discuss my artwork and follow instructions to <u>independently deconstruct the layers in order to create a highly developed deconstructive painting</u>	I can confidently discuss my artwork and follow instructions to <u>independently deconstruct the layers in order to create an exceptional deconstructive painting</u>

STP Year 10 (Spring Half Term 3) - Ao3/A04 - Detail and Deconstructive art LESSONS (PART 3- final piece)


	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (10.1-2)	Silver (10.3-4)	Gold (10.5-6)	Platinum (10.7+)
6/7	Deconstructive painting continuation- Mock Exam	 <p>To follow step by step instructions about delayering my chosen image and layering up a painted aspect of the image n a canvas</p> <p>To make step by step thumbnails of your design so far</p>  	I can follow instructions and in exam conditions and_I can recreate my image section by deconstructing the layers demonstrating some ability.	I can confidently follow instructions in exam conditions and , I can recreate my image section by deconstructing the layers. Demonstrating moderate ability.	I can confidently discuss my artwork and follow instructions to <u>independently</u> deconstruct the layers in order to create <u>a highly developed</u> deconstructive painting  <u>Exam conditions</u>	I can confidently discuss my artwork and follow instructions to <u>independently</u> deconstruct the layers in order to create <u>an exceptional</u> deconstructive painting  <u>Exam conditions</u>
8/9	Deconstructive painting evaluation		I can follow instructions and I can evaluate my painting with some ability.- T guidance	I can confidently follow instructions and I can evaluate my painting demonstrating <u>moderate ability</u> .- some T guidance	I can confidently discuss my artwork and follow instructions to <u>independently</u> create <u>a highly developed</u> deconstructive painting evaluation page	I can confidently discuss my artwork and follow instructions to <u>independently</u> create <u>an exceptional</u> deconstructive painting evaluation page

**STP Year 10 (Spring Half Term 4) - A01/ A02 - LESSONS (PART 1)New Project/sketchbook**

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (10.1-2)	Silver (10.3-4)	Gold (10.5-6)	Platinum (10.7+)
1	Intro to new project and expectations - new sketchbook	To be confident in <u>knowing</u> what's expected me in all aspects of the new project. <b><u>A0'S AND ASSESSMENT-recap- target setting</u></b>	I can set my own targets and reflect on the last project with help from Miss Walker	I can set my own targets and reflect on the last project with some guidance.	I can set my own targets and reflect on the last project with confidence..	I can independently analyze my targets and reflect on previous work
2	Mind mapping	To confidently discuss and analyze a title Detail/ <b>Alexander McQueen- create a page with transcripts</b>	I can <u>define</u> what Detail and gothic art means	I can <u>name</u> aspects /bullet points within a title/break down elements	I can <u>analyze</u> a piece of art/title and confidently discuss	I can independently <u>analyze</u> a. title in detail and confidently talk about elements in
3	Pinterest/Google-research page	To understand how to research and develop an understanding of images that influence a title/project	I can <u>identify</u> basic elements of a title/research areas within	I can identify elements of a title in image form with various outcomes	I can confidently reflect on the meaning of a title and find various pictorial images related..	I can confidently reflect on the meaning of a title and find various pictorial images related. I can discuss my ideas.
4/ 5	Pencil Shading/ detailed drawings	To create a page in their books with independent background of a shaded skull- use 3d skulls and do observational drawing	I can follow instructions and I can create an interesting page with shaded skull drawing demonstrating <u>some</u> ability to shade accurately. I can with guidance annotate my work.	I can confidently follow instructions and I can create an interesting page with shaded skull drawing demonstrating <u>a moderate ability</u> to shade accurately with annotation	I can confidently discuss my artwork and follow instructions to <u>independently</u> create an interesting page with <u>detailed</u> highly developed shaded skull drawing with excellent annotation	I can confidently discuss my artwork and follow instructions to <u>independently</u> create an interesting page with <u>detailed</u> shaded skull drawing that demonstrate an exceptional ability with thorough annotation



**STP Year 10 (Spring Half Term 4) - A01/ A02- LESSONS (PART 1)New Project/sketchbook**

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (10.1-2)	Silver (10.3-4)	Gold (10.5-6)	Platinum (10.7+)
6/7	Pen/cross hatching detailed drawings	To create a page in their books with independent background of a pen shaded using cross hatching skull- use 3d skulls and do observational drawing	I can follow instructions and I can create an interesting page with pen drawn and cross hatched shaded skull drawing demonstrating <u>some ability</u> to shade accurately. I can with <u>guidance</u> <u>annotate my work</u> .	I can confidently follow instructions and I can create an interesting page with with pen drawn and cross hatched shaded skull demonstrating <u>a moderate ability</u> to shade accurately with annotation	I can confidently discuss my artwork and follow instructions to <u>independently</u> create an interesting page with <u>detailed highly developed</u> with pen drawn and cross hatched shaded skulls with <u>excellent</u> annotation	I can confidently discuss my artwork and follow instructions to <u>independently</u> create an interesting page with pen drawn and cross hatched shaded skulls that demonstrate an <u>exceptional ability</u> with <u>thorough annotation</u>
8/9	Observational drawings of roses	To create observational drawing and painting of roses	I can follow instructions and I can create an interesting page with shaded roses drawing/[paintings demonstrating <u>some ability</u> to shade accurately. I can with guidance <u>annotate my work</u> .	I can confidently follow instructions and I can create an interesting page with shaded drawing/painting of roses demonstrating <u>a moderate ability</u> to shade accurately with annotation	I can confidently discuss my artwork and follow instructions to <u>independently</u> create an interesting page with <u>detailed highly developed</u> shaded drawing and paintings of roses with excellent annotation	I can confidently discuss my artwork and follow instructions to <u>independently</u> create an interesting page with <u>detailed</u> shaded drawing/painting of roses that demonstrate an exceptional ability with thorough annotation
10/11	Roses and skulls- Task 7 last year	To create a pen/pencil drawing with annotation based on combining roses and skulls 	I can follow instructions and I can create an interesting page with shaded skulls and roses drawing/[paintings demonstrating <u>some ability</u> to shade accurately. I can with guidance <u>annotate my work</u> .	I can confidently follow instructions and I can create an interesting page with shaded drawing of skulls and roses demonstrating <u>a moderate ability</u> to shade accurately with annotation	I can confidently discuss my artwork and follow instructions to <u>independently</u> create an interesting page with <u>detailed highly developed</u> shaded drawing of skulls and roses with excellent annotation	I can confidently discuss my artwork and follow instructions to <u>independently</u> create an interesting page with <u>detailed</u> shaded drawing of skulls and roses that demonstrate an exceptional ability with thorough annotation
12+	Acetate layered drawings-mixed media	To create a layered acetate piece using drawing shading/pen and painting techniques	I can follow instructions and I can evaluate my artwork with some ability.- T guidance	I can confidently follow instructions and I can evaluate my artwork demonstrating <u>moderate ability</u> .- some T guidance	I can confidently discuss my artwork and follow instructions to <u>independently</u> create <u>a highly developed piece of art</u> and evaluation page	I can confidently discuss my artwork and follow instructions to <u>independently</u> create <u>an exceptional piece of art</u> and evaluation page



	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (10.1-2)	Silver (10.3-4)	Gold (10.5-6)	Platinum (10.7+)
12	Skull drip paintings- Task 7 last year	To create a drip inspired painting with annotation based on skulls and colour	I can follow instructions and I can create an interesting page with drip skull/colour inspired paintings demonstrating <u>some ability</u> to shade accurately. I can with guidance annotate my work.	I can confidently follow instructions and I can create an interesting page with drip painted inspired colour skulls demonstrating <u>a moderate ability</u> to shade accurately with annotation	I can confidently discuss my artwork and follow instructions to <u>independently</u> create an interesting page with <u>detailed highly developed</u> with drip painted inspired colour skulls with excellent annotation	I can confidently discuss my artwork and follow instructions to <u>independently</u> create an interesting page with <u>detailed</u> with drip painted inspired colour skulls that demonstrate an exceptional ability with thorough annotation
13	Artist research- Paul Jackson	Be able to demonstrate an understanding of the artwork of Paul Jackson Group analysis- using artist analysis sheet. Make an artist research page- title/info/quote/backgr ound/images/adjectives	I can <u>comment</u> on artist work and create <u>a basic artist research page with an attempt to make the page creative and individual</u>	I can analyse art work using some artistic language. I can be creative when designing my artist page, include relevant information and a <u>moderate</u> creativity and individuality.	I can <u>analyse artwork and speak confidently</u> in front of others, using artistic language. I can create my own individual artist page with flaps and a <u>highly</u> detailed creative ability	I can <u>confidently and independently analyse</u> artwork and relate this in my artwork. I can use artistic language and independently and creatively design my own artist page with <u>exceptional creative ability</u>
14 +	Transcripts- work based on/inspired by artist- Paul Jackson	Be able to demonstrate an understanding of the artwork of Paul Jackson and make transcripts of his work that are detailed/ then do own inspired transcript.	I can <u>comment</u> on artist work and create <u>a basic attempt at a transcript with some shading and realistic features. With guidance</u> I can annotate my work	I can analyse art work using some artistic language. I can be creative when designing my artist page, include relevant information and a <u>moderate</u> ability at producing detailed transcripts. <u>With guidance</u> I can annotate my work	I can <u>analyse artwork and speak confidently</u> in front of others, using artistic language. I can create my own individual artist page and a few <u>highly</u> detailed transcripts .with deatiled annotation	I can <u>confidently and independently analyse</u> artwork and relate this in my artwork. I can use artistic language and independently and creatively design my own artist page with <u>exceptional</u> transcripts. And thorough annotation

**STP Year 10 (Summer Half Term 5) -A01/ A02 - LESSONS (PART 2 ) New Project/sketchbook**

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (10.1-2)	Silver (10.3-4)	Gold (10.5-6)	Platinum (10.7+)
1	Artist research- Tom French	Be able to demonstrate an understanding of the artwork of Tom French Group analysis- using artist analysis sheet. Make an artist research page- title/info/quote/background/images/adjectives	I can <u>comment</u> on artist work and create <u>a basic artist research page with an attempt to make the page creative and individual</u>	I can analyse art work using some artistic language. I can be creative when designing my artist page, include relevant information and a <u>moderate</u> creativity and individuality.	I can <u>analyse artwork and speak confidently</u> in front of others, using artistic language. I can create my own individual artist page with flaps and a <u>highly</u> detailed creative ability	I can <u>confidently and independently analyse</u> artwork and relate this in my artwork. I can use artistic language and independently and creatively design my own artist page with <u>exceptional creative ability</u>
2	Transcript s- work based on/inspired by artist- Tom French	Be able to demonstrate an understanding of the artwork of Tom French and make transcripts of his work that are detailed/ then do own inspired transcript.	I can <u>comment</u> on artist work and create <u>a basic attempt at a transcript with some shading and realistic features. With guidance</u> I can annotate my work	I can analyse art work using some artistic language. I can be creative when designing my artist page, include relevant information and a <u>moderate</u> ability at producing detailed transcripts. <u>With guidance</u> I can annotate my work	I can <u>analyse artwork and speak confidently</u> in front of others, using artistic language. I can create my own individual artist page and a few <u>highly</u> detailed transcripts .with deatiled annotation	I can <u>confidently and independently analyse</u> artwork and relate this in my artwork. I can use artistic language and independently and creatively design my own artist page with <u>exceptional</u> transcripts. And thorough annotation
3	Create a skull inspired piece inspired by skull art and artists	To be able to design a page in sketchbook based on skull inspired art- shaded and with some colour or black and white.	I can follow instructions and <u>with guidance</u> I can design possible ideas for a final piece based on skulls and roses.	I can confidently follow instructions and with <u>some guidance</u> , I can design possible ideas for a final piece based on skulls and roses.	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed design</u> inspired by previous artist work	I can confidently discuss my artwork and follow instructions to create an exceptional design. Inspired by previous artists.
4/5	Create a skull inspired piece inspired by skull art and artists	To be able to recreate their design on acrylic paper based on skulls and <b>Complete in 2 hour exam conditions lessons (Task 6 in previous yr)</b>	I can follow instructions and <u>with guidance</u> I can use my design and create a final piece based on skulls and roses.	I can confidently follow instructions and with <u>some guidance</u> , I can use my design and create a final piece based on skulls and roses.	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed final piece</u> inspired by previous artist work	I can confidently discuss my artwork and follow instructions to create an <u>exceptional final piece</u> inspired by previous artists.




**STP Year 10 (Summer Half Term 5) -A01/ A02 - LESSONS (PART 2 ) New Project/sketchbookL**

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (10.1-2)	Silver (10.3-4)	Gold (10.5-6)	Platinum (10.7+)
6	Day of the Dead Festival	Be able to demonstrate an understanding of the Mexican festival -Day of the Dead. Group analysis- . Make an creative research page- title/info/quote/backgro und/images/adjectives	I can <u>comment</u> on the festival and create <u>a basic research page with an attempt to make the page creative and individual</u>	I can analyse art work using some artistic language. I can be creative when designing my festival page, include relevant information and a <u>moderate</u> creativity and individuality.	I can <u>analyse</u> artwork and <u>speak confidently</u> in front of others, using artistic language. I can create my own individual festival page with flaps and a <u>highly</u> detailed creative ability	I can <u>confidently and independently analyse</u> artwork and relate this in my artwork. I can use artistic language and independently and creatively design my own festival page with <u>exceptional creative ability</u>
7	Transcripts-work based on/inspired by Day of the Dead Festival	Be able to demonstrate an understanding of the artwork from Day of the Dead festival and make transcripts o that are detailed	I can <u>comment</u> on artwork based on the festival and create <u>a basic attempt at a transcript with some shading and realistic features. With guidance</u> I can annotate my work	I can analyse art work using some artistic language. I can be creative when designing a transcript based on the festival demonstrating a <u>moderate</u> ability. <u>With guidance</u> I can annotate my work	I can <u>analyse</u> artwork and <u>speak confidently</u> in front of others, using artistic language. I can create my own individual festival based <u>highly</u> detailed transcripts .with deatiled annotation	I can <u>confidently and independently analyse</u> artwork and relate this in my artwork. I can use artistic language and independently and creatively design my own <u>exceptional</u> transcripts based on the festival. And using thorough annotation
8	Sugar skull drawings	 (task 9 previous yr)	I can follow instructions and <u>with guidance</u> I can design sugar skull drawings- use template to help.	I can confidently follow instructions and with <u>some guidance</u> , I can design sugar skull drawings- use template to help	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed</u> design - sugar skulls	I can confidently discuss my artwork and follow instructions to create an exceptional design;- sugar skulls
9	Sugar skull half faces from the festival	 Task 10 last yr	I can follow instructions and <u>with guidance</u> I can design sugar skull half face 1x drawings 1x paintings- use template to help.	I can confidently follow instructions and with <u>some guidance</u> , I can design half face sugar skull facial drawings- use template to help	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed</u> designs-half face sugar skull facial drawings-	I can confidently discuss my artwork and follow instructions to create an exceptional design;-half face sugar skull facial drawings-



STP Year 10 (Summer Half Term 5) -A01/ A02 - LESSONS (PART 2 ) New Project/sketchbookL

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (10.1-2)	Silver (10.3-4)	Gold (10.5-6)	Platinum (10.7+)
10-12+ H/W	Task 12 - last Yr- Sugar skull inspired painting/drawing	 <p>To create a sugar skull/festival inspired piece on acrylic paper or canvas</p>	I can follow instructions and <u>with guidance</u> I can use my design and create a final piece based on sugar skulls.	I can confidently follow instructions and with <u>some guidance</u> , I can use my design and create a final piece based on sugar skulls	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed final piece</u> inspired by sugar skulls	I can confidently discuss my artwork and follow instructions to create an <u>exceptional final piece</u> inspired by sugar skulls.
13	Design a clay skull inspired piece	To understand how to make a clay tile inspired by work so far .To know how to safely use and design with clay.	I can follow instructions and <u>with guidance</u> I can create a <u>simple</u> clay design and safely use a clay tools.	I can confidently follow instructions and create a <u>moderate</u> clay design and with <u>some guidance</u> use the clay tools safely with confidence	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed design</u> and <u>confidently and safely use clay tools.</u>	I can confidently discuss my artwork and follow instructions confidently to create an <u>exceptional design</u> and <u>confidently and safely use clay tools.</u>
14+	Make the clay skull inspired piece	To understand how to make a clay tile inspired by work so far .To know how to safely use and design with clay.	I can follow instructions and <u>with guidance</u> I can create a <u>simple</u> clay design and safely use a clay tools.	I can confidently follow instructions and create a <u>moderate</u> clay design and with <u>some guidance</u> use the clay tools safely with confidence	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed design</u> and <u>confidently and safely use clay tools.</u>	I can confidently discuss my artwork and follow instructions confidently to create an <u>exceptional design</u> and <u>confidently and safely use clay tools.</u>

**STP Year 10 (Summer Half Term 6) - A03/A04-LESSONS (PART 3 ) New Project/sketchbook**

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (10.1-2)	Silver (10.3-4)	Gold (10.5-6)	Platinum (10.7+)
<b>1 - 2</b>	Refine and complete coursework so far	<u>Manage</u> your sketchbook and final pieces and <u>develop</u> coursework. <u>Assess against AO'S</u>	I can set my own targets and reflect on the project with help from Miss Walker	I can set my own targets and reflect on the project with some guidance.	I can set my own targets and reflect on the project with confidence..	I can independently analyze my targets and reflect on previous work
<b>3/ 4</b>	Alexander McQueen- research page Task 13 last yr	<b>To create an interesting page about the designer Alexander McQueen. - include images, transcripts, info, annotation</b>	I can <u>comment</u> on the designer and create <u>a basic research page with an attempt to make the page creative and individual</u>	I can analyse art work using some artistic language. I can be creative when designing my designer page, include relevant information and a <u>moderate</u> creativity and individuality.	I can <u>analyse artwork and speak confidently</u> in front of others, using artistic language. I can create my own individual designer page with flaps and a <u>highly</u> detailed creative ability	I can <u>confidently and independently analyse</u> artwork and relate this in my artwork. I can use artistic language and independently and creatively design my own designer page with <u>exceptional creative ability</u>
<b>5/ 6</b>	Alexander McQueen - collage/drawing board	<b>To create a drawing board with influences of Alexander McQueen- aspects of 3d, drawings and imagery.</b>	I can <u>comment</u> on my work and create <u>a basic imagery board page with an attempt to make the page creative and individual</u>	I can analyse art work using some artistic language. I can be creative when designing my designer board, include relevant information and a <u>moderate</u> creativity and individuality.	I can <u>analyse artwork and speak confidently</u> in front of others, using artistic language. I can create my own individual designer board with transcripts and a <u>highly</u> detailed creative ability	I can <u>confidently and independently analyse</u> artwork and relate this in my artwork. I can use artistic language and independently and creatively design my own designer board with <u>exceptional creative ability</u>
<b>7</b>	Half face/half skull etc Task 14 last yr	<b>I would like you to explore a -</b> - half photo and half skull drawing/shaded - half face half machine - and half face half sugar skull. - (Task 14 last yr)	I can follow instructions and <u>with guidance</u> I can design half face /half ..... use template to help.	I can confidently follow instructions and with <u>some guidance</u> , I can design half and half imagery -use template to help	I can <u>confidently discuss</u> my artwork and follow instructions confidently to create a <u>highly developed</u> designs-half face /half imagery drawings-	I can <u>confidently discuss</u> my artwork and follow instructions to create an <u>exceptional</u> design;-half face and half imagery drawings-
<b>8</b>	Alexander McQueen inspired piece - Task 15 last Yr (half face) time and skulls	<b>To create a piece inspired by Alexander McQueen</b>	I can follow instructions and <u>with guidance</u> I can use my design and create a final piece inspired by Alexander McQueen.	I can confidently follow instructions and with <u>some guidance</u> , I can use my design and create a final piece inspired by Alexander McQueen	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed</u> final piece inspired by Alexander McQueen	I can confidently discuss my artwork and follow instructions to create an <u>exceptional</u> final piece inspired by Alexander McQueen

STP Year 10 (Summer Half Term 6) - A03/A04-LESSONS (PART 3 ) New Project/sketchbookL

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (10.1-2)	Silver (10.3-4)	Gold (10.5-6)	Platinum (10.7+)
9-10	Alexander McQueen fashion	To research Alexander McQueen fashion and transcript some of the images.- Annotation included	I can <u>comment</u> on the the fashion and create a <u>basic research page with an attempt to make the page creative and individual</u>	I can analyse art work using some artistic language. I can be creative when designing my fashion research page, include relevant information and a <u>moderate</u> creativity and individuality.	I can analyse artwork and <u>speak confidently</u> in front of others, using artistic language. I can create my own individual fashion research page with flaps and a <u>highly</u> detailed creative ability	I can <u>confidently and independently analyse</u> artwork and relate this in my artwork. I can use artistic language and independently and creatively design my own fashion research page with <u>exceptional creative ability</u>
11-15	Mannequin /hat- 3d sculpture piece inspired by Alexander McQueen	To design and create a 3d piece inspired by Alexander McQueen <u>Exam conditions</u>	I can follow instructions and <u>with guidance</u> I can use my design and create a 3d final piece inspired by Alexander McQueen.	I can confidently follow instructions and with <u>some guidance</u> , I can use my design and create a 3d final piece inspired by Alexander McQueen	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed 3d final piece</u> inspired by Alexander McQueen	I can confidently discuss my artwork and follow instructions to create an <u>exceptional</u> 3d <u>final piece</u> inspired by Alexander McQueen

Previous topics – Detail and  
deconstruction



Content Overview	AO1 – AO2 Project 1– Detail and deconstruction	AO1 – AO2 Project 1– Detail and deconstruction	AO3. – AO4 Project 1 – Detail and deconstruction- final pieces	AO1 – AO2 Project 2 –	AO1 – AO2 Project 2– Detail and design	AO3. – AO4 Project 2– Detail and design- final pieces
Aims	Students are to understand how the course is put together. Students begin to build their confidence when working whilst learning Key Words associated with art. Students will explore the concept of GCSE art and assessment. Students will set their own artistic targets. Start new project in steps-guided by T. Researching titles and artists. Page format etc	Students are introduced to the concept of a creating backgrounds and researching. Students will look at the basics of analysing art Students will continue to improve their confidence when creating sketchbook pages and designs/transcripts/drawings.	Students to explore the idea of showing and developing a process to a means of presenting final pieces . Pupils learn in detail how to annotate work and evaluate purposefully	Students use previous knowledge to begin steps to creating a book based on a new aspect of the title Detail- linked to Alexander McQueen and design. Students will learn new medium techniques and research artists that link. Students will learn new medium techniques and research artists that link.	Students use previous knowledge to begin steps to creating a book based on a new aspect of the title Detail-linked to Alexander McQueen and design. Students will learn new medium techniques and research artists that link.. Students will continue to improve their confidence when creating sketchbook pages and designs/transcripts/drawings.	Students will RECAP all Area's of Study whilst developing an understanding of new concepts based on GCSE expectations. Students to explore developing a process to a means of presenting final pieces . Pupils learn in detail how to annotate work and evaluate purposefully Students will continue to create, analyse, evaluate, present own interpretations and complete a MOCK EXAM.
Literacy	<b>Reading:</b> Analyse and Evaluate new information <b>Listening and Talking:</b> Group Discussions	<b>Listening and Talking:</b> Active Listening (solving problems) Individual Talk	<b>Writing:</b> Type and Purpose of Writing	<b>Reading:</b> Analyse and Evaluate new information <b>Listening and Talking:</b> Group Discussions	<b>Listening and Talking:</b> Active Listening (solving problems) Individual Talk <b>Writing:</b> Type and Purpose of Writing	<b>Reading:</b> Analyse and Evaluate information <b>Writing:</b> Type and Purpose of Writing
Cross – Curricular	<b>English:</b> Speaking in full sentences <b>Reading:</b> Analyse and Evaluate new information <b>Listening and Talking:</b> Group Discussions	<b>English:</b> Speaking in full sentences <b>PSHE:</b> Acceptance of other cultures	<b>PSHE:</b> Acceptance of other cultures <b>PSHE:</b> Organisation, Problem Solving, Time Management Skills	<b>History:</b> How arts have developed and changed throughout time <b>PSHE:</b> Acceptance of other cultures	<b>History:</b> How arts have developed and changed throughout time	<b>PSHE:</b> Organisation, Problem Solving, Time Management Skills <b>Reading:</b> Analyse and Evaluate new information <b>Listening and Talking:</b> Group Discussions
Skills	-Have an understanding of the basics of art and design. -Draw from observation and develop your understanding of shape and form -To understand the AO'S and assessment-Use appropriate terminology to discuss and evaluate my own and the work of others.  <b>By the end of this half term I will be able to:</b> -Demonstrate my understanding of the AO'S and how to research an artist. - Know the terminology associated with the artwork./ssubject specific art. - Understand elements of the beginning of a project. - Learn to create interesting pages	Have an understanding of the basics of art and design. -Draw from observation and develop your understanding of shape and form -How to research an artist and create an artist research page. -Use appropriate terminology to discuss and evaluate my own work and others.  <b>By the end of this half term I will be able to:</b> Demonstrate myunderstanding of artists work to influence my own work Know the terminologyassociated with the artwork./ssubject specific art. Understand elements of the beginning of a project. Learn to create interesting pages	Have an understanding of the basics of art and design. -Draw from observation and develop your understanding of shape and form -How to research an artist and create an artist research page. -Use appropriate terminology to discuss and evaluate my own and the work of others.  <b>By the end of this half term I will be able to:</b> - Demonstrate my understanding of artsits/cultural art/sculpture and to apply my knowledge to my work. - Develop an understanding and research GCSE topics and relevant artists to use their style to influence their final piece	Have an understanding of the basics of art and design. -Draw from observation and develop your understanding of shape and form -How to research an artist and create an artist research page. -Use appropriate terminology to discuss and evaluate my own and the work of others.  <b>By the end of this half term I will be able to:</b> - Demonstrate my understanding of artsits/cultural art/sculpture and to apply my knowledge to my work. - Develop an understanding and research GCSE topics and relevant artists to use their style to influence their final piece	Have an understanding of the basics of art and design. -Draw from observation and develop your understanding of shape and form -How to research an artist and create an artist research page. -Use appropriate terminology to discuss and evaluate my own and the work of others.  <b>By the end of this half term I will be able to:</b> - Demonstrate my understanding of artsits/cultural art/sculpture and to apply my knowledge to my work. - Develop an understanding and research GCSE topics and relevant artists to use their style to influence their final piece	Have an understanding of the basics of art and design. -Draw from observation and develop your understanding of shape and form -How to research an artist and create an artist research page. -Use appropriate terminology to discuss and evaluate my own and the work of others.  <b>By the end of this half term I will be able to:</b> - Demonstrate my understanding of artsits/cultural art/sculpture and to apply my knowledge to my work. - Develop an understanding and research GCSE topics and relevant artists to use their style to influence their final piece
Assessment †	<b>Formative:</b> Questioning Knowledge Drills Verbal WWW/EBI Marking - Green Pen <b>Summative:</b> Assessment against AO'S	<b>Formative:</b> Questioning Knowledge Drills Verbal WWW/EBI Marking - Green Pen <b>Summative:</b> Assessment against AO'S	<b>Formative:</b> Questioning Knowledge Drills Verbal WWW/EBI Marking - Green Pen <b>Summative:</b> Assessment against AO'S	<b>Formative:</b> Questioning Knowledge Drills Verbal WWW/EBI Marking - Green Pen <b>Summative:</b> Assessment against AO'S	<b>Formative:</b> Questioning Knowledge Drills Verbal WWW/EBI Marking - Green Pen <b>Summative:</b> Assessment against AO'S	<b>Formative:</b> Questioning Knowledge Drills Verbal WWW/EBI Marking - Green Pen <b>Summative:</b> MOCK EXAM – Assessment against AO'S

Project 1- Detail and deconstruction	Detail and deconstruction	Detail and deconstruction - final pieces	-Detail and design ( Alexander McQueen)	Project 2- Detail and design	Detail and design- final pieces
<p><b>Intent:</b> Produce a title page, mind map ideas and research artists linked to Detail based on exploring their ideas and recording their experiences To look natural forms /objects and draw/paint shade – mixed mediums to create a large piece.</p> <ul style="list-style-type: none"> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques linked to artists</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists, product design and understand the historical and cultural development of their art forms..</li> </ul> <p><b>Understand assessment at GCSE – AO’s- analyse previous sketchbooks and assess.</b></p> <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>Knowledge Organiser outlining important information needed for this term.</li> <li>Confidence Boost: To begin creating interesting pages to the project Detail.</li> <li>Moving Forward: Students and AW will then set their own performance targets using the GCSE Assessment Criteria.</li> <li>Knowledge: Discussions as to how we organise art/sketchbooks and define Key Words associated with art/detail</li> <li>Understanding: Explore, examine, question art and artists</li> <li>Follow guidance and T led activities</li> <li>Knowledge Drill (Written Quiz on Key Words)</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>To be able to discuss the AO'S and meaning (Students to highlight what they are already doing well in the GCSE Assessment Criteria Grid and to set targets as to what they need to do to improve their artistic ability and reach a higher grade.</li> <li>To be able to confidently design the first few pages to their sketchbook project</li> <li>Knowledge Drills; Written Quizzes will test student's understanding of Theoretical Vocabulary.</li> <li>Questioning and responding to marking in green pen allows students to show their understanding.</li> <li>Written Assessment testing students on everything they have learned in this term.</li> </ul>	<p><b>Intent:</b> Collect photographs, produce observational drawings/studies of natural forms to Detail based on exploring their ideas and recording their experiences Create lino prints and 3d flowers- leading to sculpture/lino print piece, produce</p> <ul style="list-style-type: none"> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques linked to artists</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists, product design and understand the historical and cultural development of their art forms..</li> </ul> <p><b>Understand assessment at GCSE – AO’s- analyse previous sketchbooks and assess.</b></p> <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>Knowledge Organiser outlining important information needed for this term.</li> <li>Confidence Boost: To begin creating interesting pages to the project Detail.</li> <li>Moving Forward: Students and AW will then set their own performance targets using the GCSE Assessment Criteria.</li> <li>Knowledge: Discussions as to how we organise art/sketchbooks and define Key Words associated with art/detail</li> <li>Understanding: Explore, examine, question art and artists</li> <li>Follow guidance and T led activities</li> <li>Knowledge Drill (Written Quiz on Key Words)</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>To be able to discuss the AO'S and meaning (Students to highlight what they are already doing well in the GCSE Assessment Criteria Grid and to set targets as to what they need to do to improve their artistic ability and reach a higher grade.</li> <li>To be able to confidently design the first few pages to their sketchbook project</li> <li>Knowledge Drills; Written Quizzes will test student's understanding of Theoretical Vocabulary.</li> <li>Questioning and responding to marking in green pen allows students to show their understanding.</li> </ul>	<p><b>Intent:</b> Deconstructive painting- explore artist influences - do observational drawings/studies of natural forms to Detail based on exploring their ideas and recording their experiences</p> <ul style="list-style-type: none"> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques linked to artists</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists, product design and understand the historical and cultural development of their art forms..</li> </ul> <p><b>Understand assessment at GCSE – AO’s- analyse previous sketchbooks and assess.</b></p> <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>Knowledge Organiser outlining important information needed for this term.</li> <li>Confidence Boost: To begin creating interesting pages to the project Detail.</li> <li>To design and make 3d designs/lino prints</li> <li>Moving Forward: Students and AW will then set their own performance targets using the GCSE Assessment Criteria.</li> <li>Knowledge: Discussions as to how we organise art/sketchbooks and define Key Words associated with art/detail</li> <li>Understanding: Explore, examine, question art and artists</li> <li>Follow guidance and T led activities</li> <li>Knowledge Drill (Written Quiz on Key Words)</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>To be able to discuss the AO'S and meaning (Students to highlight what they are already doing well in the GCSE Assessment Criteria Grid and to set targets as to what they need to do to improve their artistic ability and reach a higher grade.</li> <li>To be able to confidently design and create pieces</li> <li>To use artist work to influence their work, create transcripts and pages to their sketchbook project</li> <li>Knowledge Drills; Written Quizzes will test student's understanding of Theoretical Vocabulary.</li> <li>Questioning and responding to marking in green pen allows students to show their understanding.</li> </ul>	<p><b>Intent:</b> New project /sketchbook- leave title page/mind map/research page-pinterest page Create individual pages- transcripts based on skulls/roses and gothic art. Explore shading and drawing of skulls and roses Look at pencil and pen crosshatching shading- final piece for mock exam , produce observational drawings/studies of natural forms to Detail based on exploring their ideas and recording their experiences</p> <ul style="list-style-type: none"> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques linked to artists</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists, product design and understand the historical and cultural development of their art forms..</li> </ul> <p><b>Understand assessment at GCSE – AO’s- analyse previous sketchbooks and assess.</b></p> <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>Knowledge Organiser outlining important information needed for this term.</li> <li>Confidence Boost: To begin creating interesting pages to the project Detail.</li> <li>To design and make 3d designs/lino prints</li> <li>Moving Forward: Students and AW will then set their own performance targets using the GCSE Assessment Criteria.</li> <li>Knowledge: Discussions as to how we organise art/sketchbooks and define Key Words associated with art/detail</li> <li>Understanding: Explore, examine, question art and artists</li> <li>Follow guidance and T led activities</li> <li>Knowledge Drill (Written Quiz on Key Words)</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>To be able to discuss the AO'S and meaning (Students to highlight what they are already doing well in the GCSE Assessment Criteria Grid and to set targets as to what they need to do to improve their artistic ability and reach a higher grade.</li> <li>To be able to confidently design the first few pages to their sketchbook project</li> <li>To use artist work to influence their work, create transcripts and pages to their sketchbook project</li> <li>Knowledge Drills; Written Quizzes will test student's understanding of Theoretical Vocabulary.</li> <li>Questioning and responding to marking in green pen allows students to show their understanding.</li> </ul>	<p><b>Intent:</b> Create individual pages- transcripts based on skulls/roses and gothic art.</p> <ul style="list-style-type: none"> <li>Investigate artists linked to gothic art- Paul Jackson/Tom French</li> <li>Transcripts- own piece based on that</li> <li>Look at sugar skulls- Mexican day of dead.</li> </ul> <p>, produce observational drawings/studies of natural forms to Detail based on exploring their ideas and recording their experiences</p> <ul style="list-style-type: none"> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques linked to artists</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists, product design and understand the historical and cultural development of their art forms..</li> </ul> <p><b>Understand assessment at GCSE – AO’s- analyse previous sketchbooks and assess.</b></p> <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>Knowledge Organiser outlining important information needed for this term.</li> <li>Confidence Boost: To begin creating interesting pages to the project Detail.</li> <li>To design and make 3d designs/lino prints</li> <li>Moving Forward: Students and AW will then set their own performance targets using the GCSE Assessment Criteria.</li> <li>Knowledge: Discussions as to how we organise art/sketchbooks and define Key Words associated with art/detail</li> <li>Understanding: Explore, examine, question art and artists</li> <li>Follow guidance and T led activities</li> <li>Knowledge Drill (Written Quiz on Key Words)</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>To be able to discuss the AO'S and meaning (Students to highlight what they are already doing well in the GCSE Assessment Criteria Grid and to set targets as to what they need to do to improve their artistic ability and reach a higher grade.</li> <li>To be able to confidently design the first few pages to their sketchbook project</li> <li>Knowledge Drills; Written Quizzes will test student's understanding of Theoretical Vocabulary.</li> <li>Questioning and responding to marking in green pen allows students to show their understanding.</li> </ul>	<p><b>Intent:</b> Create individual pages- transcripts based on clay work, lino printing and begin Alexander McQueen research and design work. , produce observational drawings/ Detail based on exploring their ideas and recording their experiences</p> <ul style="list-style-type: none"> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques linked to artists</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists, <b>Understand assessment at GCSE – AO’s- analyse previous sketchbooks and assess.</b></li> </ul> <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>Knowledge Organiser outlining important information needed for this term.</li> <li>Confidence Boost: To begin creating interesting pages to the project Detail.</li> <li>To design and make 3d designs/lino prints</li> <li>Moving Forward: Students and AW will then set their own performance targets using the GCSE Assessment Criteria.</li> <li>Knowledge: Discussions as to how we organise art/sketchbooks and define Key Words associated with art/detail</li> <li>Understanding: Explore, examine, question art and artists</li> <li>Follow guidance and T led activities</li> <li>Knowledge Drill (Written Quiz on Key Words)</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>To be able to discuss the AO'S and meaning (Students to highlight what they are already doing well in the GCSE Assessment Criteria Grid and to set targets as to what they need to do to improve their artistic ability and reach a higher grade.</li> <li>To be able to confidently design and create</li> <li>To use artist work to influence their work, create transcripts and pages to their sketchbook project</li> <li>Knowledge Drills; Written Quizzes will test student's understanding of Theoretical Vocabulary.</li> <li>Questioning and responding to marking in green pen allows students to show their understanding.</li> </ul>

## GCSE ASSESSMENT CRITERIA

Name:										Target Grade:									
Marks		Assessment Objective 1				Assessment Objective 2				Assessment Objective 3				Assessment Objective 4					
Grade		Develop ideas through investigations, demonstrating critical understanding of sources.				Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.				Record ideas, observations and insights relevant to intentions as work progresses.				Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.					
	9+	24 Convincingly	An exceptional ability to effectively develop ideas through creative and purposeful investigations. An exceptional ability to engage with and demonstrate critical understanding of sources.				An exceptional ability to thoughtfully refine ideas with discrimination. An exceptional ability to effectively select and experiment with appropriate media, materials, techniques and processes.				An exceptional ability to skillfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses				An exceptional ability to present a personal and meaningful response + realise intentions with confidence and conviction. An exceptional ability to demonstrate understanding of visual language.				
	9=	23 Clearly																	
	9-	22 Adequately																	
	8+	21 Just																	
8=	20 Convincingly	A highly developed ability to effectively develop ideas through creative and purposeful investigations. A highly developed ability to demonstrate critical understanding of sources.				A highly developed ability to thoughtfully refine ideas. A highly developed ability to effectively select and experiment with appropriate media, materials, techniques and processes.				A highly developed ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses				A highly developed ability to present a personal and meaningful response and realise intentions with confidence and conviction. A highly developed ability to demonstrate understanding of visual language.					
8-	19 Clearly																		
7+	18 Adequately																		
6+7-	17 Just																		
6	16 Convincingly	A consistent ability to effectively develop ideas through purposeful investigations. A consistent ability to demonstrate critical understanding of sources				A consistent ability to thoughtfully refine ideas. A consistent ability to effectively select and experiment with appropriate media, materials, techniques and processes.				A consistent ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses				A consistent ability to competently present a personal and meaningful response and realise intentions. A consistent ability to demonstrate understanding of visual language.					
5	15 Clearly																		
5-4+	14 Adequately																		
4=	13 Just																		
4-3+	12 Convincingly	A moderate ability to effectively develop ideas through purposeful investigations. A moderate ability to demonstrate critical understanding of sources				A moderate ability to thoughtfully refine ideas. A moderate ability to effectively select and experiment with appropriate media, materials, techniques and processes.				A moderate ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses				A moderate ability to competently present a personal and meaningful response and realise intentions. A moderate ability to demonstrate understanding of visual language.					
3=	11 Clearly																		
3	10 Adequately																		
3-	9 Just																		
2+	8 Convincingly	Some ability to develop ideas through purposeful investigations. Some ability to demonstrate critical understanding of sources.				Some ability to refine ideas. Some ability to select and experiment with appropriate media, materials, techniques and processes.				Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.				Some ability to present a personal and meaningful response and realise intentions. Some ability to demonstrate understanding of visual language.					
2=	7 Clearly																		
2=	6 Adequately																		
2-	5 Just																		
1	4 Convincingly	Minimal ability to develop ideas through purposeful investigations. Minimal ability to demonstrate critical understanding of sources.				Minimal ability to refine ideas. Minimal ability to select and experiment with appropriate media, materials, techniques and processes.				Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses				Minimal ability to present a personal and meaningful response and realise intentions. Minimal ability to demonstrate understanding of visual language.					
1	3 Clearly																		
1	2 Adequately																		
0	1 Just																		
Totals																			
Comment																			

**AO1** **EXPLORE**  
**ANNOTATE**  
**BEGIN TO LINK A**  
**THEME** **IMAGES**  
**TO YOUR CHOSEN ARTISTS WORK**  
**WRITTEN ANALYSIS** **ARTISTS**  
**LINK ARTISTS WORK TO**  
**IDEAS AND ARTWORK** **RESEARCH**



# A02

LINKING TECHNIQUES  
TO ARTISTS  
AND THEMES

EXPERIMENT  
WITH A

DRAWING

RANGE

OF MEDIA

TEXTILES

WATERCOLOUR

CLAY

MIXED MEDIA  
PHOTOGRAPHS  
OIL PASTEL

PEN AND INK

**A03** IDEAS

IDEAS LINKING TO  
ARTISTS WORK  
**ALL ARTWORK**  
LINKING TOGETHER  
**PLANS, DESIGNS**  
IN A RANGE OF  
DIFFERENT MEDIA  
**OBSERVATIONAL**  
**DRAWINGS**  
**PLANS**  
**EXPLANATIONS**  
**ANNOTATION**

**A04** **FINAL**  
**MEANINGFUL** **PIECE OF WORK**  
**INFORMED** **SHOW UNDERSTANDING**  
**RESPONSE** **LINKS**  
**LINK BETWEEN** **TO ARTISTS WORK**  
**VISUALS AND ARTISTS** **RELEVANT**  
**PRESENTATION**



**A01** EXPLORE  
ANNOTATE  
BEGIN TO LINK A  
**THEME** IMAGES  
TO YOUR CHOSEN ARTISTS WORK  
WRITTEN ANALYSIS  
LINK ARTISTS WORK TO  
IDEAS AND ARTWORK **RESEARCH**

**A02** EXPERIMENT  
WITH A  
DRAWING  
LINKING TECHNIQUES  
TO ARTISTS  
AND THEMES  
RANGE  
OF MEDIA  
TEXTILES  
WATERCOLOUR  
CLAY MIXED MEDIA  
PHOTOGRAPHS  
OIL PASTEL  
PEN AND INK

**A03** IDEAS  
IDEAS LINKING TO  
ARTISTS WORK  
OBSERVATIONAL  
DRAWINGS  
ALL ARTWORK  
LINKING TOGETHER  
PLANS, DESIGNS  
IN A RANGE OF EXPLANATIONS  
DIFFERENT MEDIA ANNOTATION

**A04** FINAL  
MEANINGFUL  
PIECE OF WORK  
INFORMED SHOW UNDERSTANDING  
RESPONSE  
LINKS  
LINK BETWEEN  
VISUALS AND ARTISTS  
PRESENTATION  
TO ARTISTS WORK  
RELEVANT



# STP Year 10 (Autumn Half Term 1) - Ao1/AO2 - Detail and Deconstructive art LESSONS (PART 1)

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (10.1-2)	Silver (10.3-4)	Gold (10.5-6)	Platinum (10.7+)
1	Welcome to GCSE ART	To be confident in <u>knowing</u> what's expected me in all aspects of the course. <b><u>AO'S AND ASSESSMENT</u></b>				
2	Mind mapping	To confidently discuss and analyze a title <b>Detail- create a page with transcripts</b>	I can <u>define</u> what Detail means	I can <u>name</u> aspects /bullet points within a title/break down elements	I can <u>analyze</u> a piece of art/title and confidently discuss	I can independently <u>analyze</u> a. title in detail and confidently talk about elements in
3	Pinterest/Google-research page	To understand how to research and develop an understanding of images that influence a title/project	I can <u>identify</u> basic elements of a title/research areas within	I can identify elements of a title in image form with various outcomes	I can confidently reflect on the meaning of a title and find various pictorial images related..	I can confidently reflect on the meaning of a title and find various pictorial images related. I can discuss my ideas.
4 / 5	Observational drawings of natural forms-shading techniques	Look at shading, light-dark and making drawings 3D- items	I can use my observational skills and draw the <u>basic</u> shape as accurately as possible and add <u>some</u> shade.	I can use my observational skills and draw a shell with <u>ever growing accuracy</u> and I can shade dark - light in <u>aspects</u> of the shell.	I can use my observational skills and draw the shell to a <u>high ability</u> and shade dark-light to make the shade 3d and look realistic in tone.	I can use my observational skills and draw the shell to a <u>exceptional ability</u> and shade dark-light to make the shade 3d and look realistic in tone.  I can <u>comment</u> on mine and others work using subject specific language.
6 / 7	Completion of object observational drawings/ Title page	To have the confidence to create a title page that shows understanding of the title/project.	I can follow instructions and create designs of art work	I can confidently follow instructions and create a piece of art work with confidence	I can confidently discuss my artwork and follow instructions confidently	I can confidently discuss my artwork and take control of my own art by following instructions and exploring my own talents

# STP Year 10 (Autumn Half Term 1) - Ao1/AO2 - Detail and Deconstructive art LESSONS (PART 1)

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (10.1-2)	Silver (10.3-4)	Gold (10.5-6)	Platinum (10.7+)
7 / 8 / 9	3d design based on natural forms- pods- clay/ or wire	To use knowledge of natural forms to create a 3d piece- wire and/or clay	I can follow instructions and create designs of art work	I can confidently follow instructions and create a piece of art work with confidence	I can confidently discuss my artwork and follow instructions confidently	I can confidently discuss my artwork and take control of my own art by following instructions and exploring my own talents
10	Detail in roses/flowers- photographic work	To take first hand images based on a theme and draw from them( transcripts-mixed media)	<p>I can take some photographic images of flowers- close ups</p> <p>I can use my observational skills and draw the <u>basic</u> shape as accurately as possible and add <u>some</u> shade.</p>	<p>I can take some creative photographic images of flowers- close ups</p> <p>I can use my observational skills and draw a shell with <u>ever growing accuracy</u> and I can shade dark - light in <u>aspects</u> of the shell.</p>	<p>I can confidently and independently take some photographic images of flowers- close ups</p> <p>I can use my observational skills and draw the shell to a <u>high ability</u> and shade dark-light to make the shade 3d and look realistic in tone.</p>	<p>I can confidently and independently take some photographic images of flowers- close ups</p> <p>I can use my observational skills and draw the shell to a <u>exceptional ability</u> and shade dark-light to make the shade 3d and look realistic in tone.</p> <p>I can <u>comment</u> on mine and others work using subject specific language.</p>

**STP Year 10 (Autumn Half Term 2) -A01/AO2- Detail and Deconstructive art LESSONS (PART 2)**

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (10.1-2)	Silver (10.3-4)	Gold (10.5-6)	Platinum (10.7+)
11	Detail in roses/flowers-photographic work	Draw from photographs (transcripts-mixed media)	I can use my observational skills and draw the <u>basic</u> shape as accurately as possible and add <u>some</u> shade.	I can use my observational skills and draw a shell with <u>ever growing accuracy</u> and I can shade dark - light in <u>aspects</u> of the shell.	I can use my observational skills and draw the shell to a <u>high ability</u> and shade dark-light to make the shade 3d and look realistic in tone.	I can use my observational skills and draw the shell to a <u>exceptional ability</u> and shade dark-light to make the shade 3d and look realistic in tone.  I can <u>comment</u> on mine and others work using subject specific language.
12	Georgia O'Keefe- Artist research	Be able to demonstrate an understanding of the artwork of Georgia O'Keefe. Group analysis. Make an artist research page	I can <u>comment</u> on artist work and create a <u>basic artist research page with an attempt at a transcript</u>	I can analyse art work using some artistic language. I can be creative when designing my artist page, include relevant information and a <u>moderate</u> transcript.	I can <u>analyse artwork and speak confidently</u> in front of others, using artistic language. I can create my own individual artist page with flaps and a <u>highly</u> detailed transcript.	I can <u>confidently and independently analyse</u> artwork and relate this in my artwork. I can use artistic language and independently and creatively design my own artist page with <u>exceptional</u> transcripts.
13 14	Lino design and cutting	To understand what Lino printing is and design a flower inspired image on the lino  To know how to safely use a lino tool and cut the lino design ready to print.	I can follow instructions and <u>with guidance</u> I can create a <u>simple</u> lino design and safely use a lino tool.	I can confidently follow instructions and create a <u>moderate</u> lino design and with <u>some guidance</u> use the lino tool safely with confidence	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed design and confidently and safely use a lino tool.</u>	I can confidently discuss my artwork and follow instructions confidently to create an <u>exceptional design and confidently and safely use a lino tool.</u>
15	Lino printing	To learn how to print safely their lino design	I can follow instructions and <u>with guidance</u> I can print my Lino design in <u>2 colours.</u>	I can confidently follow instructions and with <u>some guidance</u> , I can print my lino design in <u>3 colours.</u>	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed design in at least 3 printing colours.</u>	I can confidently discuss my artwork and follow instructions to create an <u>exceptional design. In at least 3-4 colours. I can display my prints creatively.</u>



**STP Year 10 (Autumn Half Term 2) -A01/AO2- Detail and Deconstructive art LESSONS (PART 2)**

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (10.1-2)	Silver (10.3-4)	Gold (10.5-6)	Platinum (10.7+)
<b>16</b>	Intro-experimentin g making -3d paper flowers	<b>To understand paper sculptures- look and research images To then follow step by step instructions on how to create 2 different paper flowers</b>	I can follow instructions and <u>with T support</u> , I can make 2 different paper flowers.	I can confidently follow instructions and with <u>some guidance</u> , I can make the 2 different paper flowers.	I can confidently discuss my artwork and follow instructions to <u>independently create 2 different highly developed paper flowers.</u>	I can confidently discuss my artwork and follow instructions to <u>independently create 2 exceptional designed paper flowers.</u>
<b>17 +</b>	Designing+ making 3d paper sculpture	<b>To use knowledge to create design of paper sculpture/ research page and H/W to create sculpture.</b>	I can follow instructions and <u>with T support</u> , I can research and design <u>2</u> paper flower sculptures  <u>I can with some guidance</u> create my 3d paper flower sculpture.	I can confidently follow instructions and with <u>some guidance</u> , I can research and design <u>3</u> paper flower sculptures  <u>I can with some guidance</u> create my 3d paper flower sculpture.	I can confidently discuss my artwork and follow instructions to <u>independently design 4 different highly developed paper flower sculptures.</u>  I can <u>confidently and independently</u> make a <u>highly developed</u> 3d flower sculpture	I can confidently discuss my artwork and follow instructions to <u>independently design 4 different highly developed paper flower sculptures.</u>  I can <u>confidently and independently</u> make an exceptional 3d flower sculpture.









# STP Year 10 (Spring Half Term 3) - Ao3/A04 - Detail and Deconstructive art LESSONS (PART 3- final piece)

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (10.1-2)	Silver (10.3-4)	Gold (10.5-6)	Platinum (10.7+)
1	Louis Turpin-artist Research + transcript	Be able to demonstrate an understanding of the artwork of Louis Turpin. Make an artist research page- focus is the painted background transcript	I can <u>comment</u> on artist work and create <u>a basic artist research page with an attempt at a transcript</u>	I can analyse art work using some artistic language. I can be creative when designing my artist page, include relevant information and a <u>moderate</u> transcript.	I can <u>analyse artwork and speak confidently</u> in front of others, using artistic language. I can create my own individual artist page with flaps and a <u>highly detailed</u> transcript.	I can <u>confidently and independently analyse</u> artwork and relate this in my artwork. I can use artistic language and independently and creatively design my own artist page with <u>exceptional</u> transcripts.
2	Deconstructive images	To understand what a <b>deconstructive painting is</b> and use magazines to create layered images	I can follow instructions and with T support, I can make 2 deconstructive layered images	I can confidently follow instructions and with <u>some guidance</u> , I can make the 2 deconstructive layered images	I can confidently discuss my artwork and follow instructions to <u>independently create 3 different highly developed deconstructive layered images</u>	I can confidently discuss my artwork and follow instructions to <u>independently create 3 exceptional designed deconstructive layered images</u>
3	Intro in Deconstructive paintings- base -delaying to colours		I can follow instructions and with T support, I can choose an image , take a view finder and select a section and deconstruct the layers.	I can confidently follow instructions and with <u>some guidance</u> , I can choose an image , take a view finder and select a section and deconstruct the layers	I can confidently discuss my artwork and follow instructions to <u>independently choose an image , take a view finder and select a section and deconstruct the layers in order to create a highly developed deconstructive painting</u>	I can confidently discuss my artwork and follow instructions to <u>independently choose an image , take a view finder and select a section and deconstruct the layers in order to create an exceptional deconstructive painting</u>
4-5	Deconstructive painting- and step by step drawings for sketchbook		I can follow instructions and with T support, I can recreate my image section by deconstructing the layers.	I can confidently follow instructions and with <u>some guidance</u> , I can recreate my image section by deconstructing the layers.	I can confidently discuss my artwork and follow instructions to <u>independently deconstruct the layers in order to create a highly developed deconstructive painting</u>	I can confidently discuss my artwork and follow instructions to <u>independently deconstruct the layers in order to create an exceptional deconstructive painting</u>

STP Year 10 (Spring Half Term 3) - Ao3/A04 - Detail and Deconstructive art LESSONS (PART 3- final piece)

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (10.1-2)	Silver (10.3-4)	Gold (10.5-6)	Platinum (10.7+)
6/7	Deconstructive painting continuation- Mock Exam	 <p>To follow step by step instructions about <b>delaying</b> my chosen image and <b>layering up a painted aspect of the image n a canvas</b></p> <p>To make step by step <b>thumbnails of your design so far</b></p>  	I can follow instructions and in exam conditions and_I can recreate my image section by deconstructing the layers demonstrating some ability.	I can confidently follow instructions in exam conditions and , I can recreate my image section by deconstructing the layers. Demonstrating moderate ability.	I can confidently discuss my artwork and follow instructions to <u>independently</u> deconstruct the layers in order to create <u>a highly developed</u> deconstructive painting  <u>Exam conditions</u>	I can confidently discuss my artwork and follow instructions to <u>independently</u> deconstruct the layers in order to create <u>an exceptional</u> deconstructive painting  <u>Exam conditions</u>
8/9	Deconstructive painting evaluation		I can follow instructions and I can evaluate my painting with some ability.- T guidance	I can confidently follow instructions and I can evaluate my painting demonstrating <u>moderate ability</u> .- some T guidance	I can confidently discuss my artwork and follow instructions to <u>independently</u> create <u>a highly developed</u> deconstructive painting evaluation page	I can confidently discuss my artwork and follow instructions to <u>independently</u> create <u>an exceptional</u> deconstructive painting evaluation page






**STP Year 10 (Spring Half Term 4) - A01/ A02 - LESSONS (PART 1)New Project/sketchbook**

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (10.1-2)	Silver (10.3-4)	Gold (10.5-6)	Platinum (10.7+)
1	Intro to new project and expectations - new sketchbook	To be confident in <u>knowing</u> what's expected me in all aspects of the new project. <b><u>A0'S AND ASSESSMENT-recap- target setting</u></b>	I can set my own targets and reflect on the last project with help from Miss Walker	I can set my own targets and reflect on the last project with some guidance.	I can set my own targets and reflect on the last project with confidence..	I can independently analyze my targets and reflect on previous work
2	Mind mapping	To confidently discuss and analyze a title Detail/ <b>Alexander McQueen- create a page with transcripts</b>	I can <u>define</u> what Detail and gothic art means	I can <u>name</u> aspects /bullet points within a title/break down elements	I can <u>analyze</u> a piece of art/title and confidently discuss	I can independently <u>analyze</u> a. title in detail and confidently talk about elements in
3	Pinterest/Google-research page	To understand how to research and develop an understanding of images that influence a title/project	I can <u>identify</u> basic elements of a title/research areas within	I can identify elements of a title in image form with various outcomes	I can confidently reflect on the meaning of a title and find various pictorial images related..	I can confidently reflect on the meaning of a title and find various pictorial images related. I can discuss my ideas.
4/5	Pencil Shading/ detailed drawings	To create a page in their books with independent background of a shaded skull- use 3d skulls and do observational drawing	I can follow instructions and I can create an interesting page with shaded skull drawing demonstrating <u>some</u> ability to shade accurately. I can with guidance annotate my work.	I can confidently follow instructions and I can create an interesting page with shaded skull drawing demonstrating <u>a moderate ability</u> to shade accurately with annotation	I can confidently discuss my artwork and follow instructions to <u>independently</u> create an interesting page with <u>detailed</u> highly developed shaded skull drawing with excellent annotation	I can confidently discuss my artwork and follow instructions to <u>independently</u> create an interesting page with <u>detailed</u> shaded skull drawing that demonstrate an exceptional ability with thorough annotation

**STP Year 10 (Spring Half Term 4) - A01/ A02- LESSONS (PART 1)New Project/sketchbook**

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (10.1-2)	Silver (10.3-4)	Gold (10.5-6)	Platinum (10.7+)
6/7	Pen/cross hatching detailed drawings	To create a page in their books with independent background of a pen shaded using cross hatching skull- use 3d skulls and do observational drawing	I can follow instructions and I can create an interesting page with pen drawn and cross hatched shaded skull drawing demonstrating <u>some ability</u> to shade accurately. I can with <u>guidance</u> <u>annotate my work</u> .	I can confidently follow instructions and I can create an interesting page with with pen drawn and cross hatched shaded skull demonstrating <u>a moderate ability</u> to shade accurately with annotation	I can confidently discuss my artwork and follow instructions to <u>independently</u> create an interesting page with <u>detailed highly developed</u> with pen drawn and cross hatched shaded skulls with <u>excellent</u> annotation	I can confidently discuss my artwork and follow instructions to <u>independently</u> create an interesting page with pen drawn and cross hatched shaded skulls that demonstrate an <u>exceptional ability</u> with <u>thorough</u> annotation
8/9	Observational drawings of roses	To create observational drawing and painting of roses	I can follow instructions and I can create an interesting page with shaded roses drawing/[paintings demonstrating <u>some ability</u> to shade accurately. I can with guidance annotate my work.	I can confidently follow instructions and I can create an interesting page with shaded drawing/painting of roses demonstrating <u>a moderate ability</u> to shade accurately with annotation	I can confidently discuss my artwork and follow instructions to <u>independently</u> create an interesting page with <u>detailed highly developed</u> shaded drawing and paintings of roses with excellent annotation	I can confidently discuss my artwork and follow instructions to <u>independently</u> create an interesting page with <u>detailed</u> shaded drawing/painting of roses that demonstrate an exceptional ability with thorough annotation
10/11	Roses and skulls- Task 7 last year	To create a pen/pencil drawing with annotation based on combining roses and skulls 	I can follow instructions and I can create an interesting page with shaded skulls and roses drawing/[paintings demonstrating <u>some ability</u> to shade accurately. I can with guidance annotate my work.	I can confidently follow instructions and I can create an interesting page with shaded drawing of skulls and roses demonstrating <u>a moderate ability</u> to shade accurately with annotation	I can confidently discuss my artwork and follow instructions to <u>independently</u> create an interesting page with <u>detailed highly developed</u> shaded drawing of skulls and roses with excellent annotation	I can confidently discuss my artwork and follow instructions to <u>independently</u> create an interesting page with <u>detailed</u> shaded drawing of skulls and roses that demonstrate an exceptional ability with thorough annotation
12+	Acetate layered drawings-mixed media	To create a layered acetate piece using drawing shading/pen and painting techniques	I can follow instructions and I can evaluate my artwork with some ability.- T guidance	I can confidently follow instructions and I can evaluate my artwork demonstrating <u>moderate ability</u> .- some T guidance	I can confidently discuss my artwork and follow instructions to <u>independently</u> create <u>a highly developed piece of art</u> and evaluation page	I can confidently discuss my artwork and follow instructions to <u>independently</u> create <u>an exceptional piece of art</u> and evaluation page

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (10.1-2)	Silver (10.3-4)	Gold (10.5-6)	Platinum (10.7+)
12	Skull drip paintings- Task 7 last year	To create a drip inspired painting with annotation based on skulls and colour	I can follow instructions and I can create an interesting page with drip skull/colour inspired paintings demonstrating <u>some ability</u> to shade accurately. I can with guidance annotate my work.	I can confidently follow instructions and I can create an interesting page with drip painted inspired colour skulls demonstrating <u>a moderate ability</u> to shade accurately with annotation	I can confidently discuss my artwork and follow instructions to <u>independently</u> create an interesting page with <u>detailed highly developed</u> with drip painted inspired colour skulls with excellent annotation	I can confidently discuss my artwork and follow instructions to <u>independently</u> create an interesting page with <u>detailed</u> with drip painted inspired colour skulls that demonstrate an exceptional ability with thorough annotation
13	Artist research- Paul Jackson	Be able to demonstrate an understanding of the artwork of Paul Jackson Group analysis- using artist analysis sheet. Make an artist research page- title/info/quote/backgr ound/images/adjectives	I can <u>comment</u> on artist work and create <u>a basic artist research page with an attempt to make the page creative and individual</u>	I can analyse art work using some artistic language. I can be creative when designing my artist page, include relevant information and a <u>moderate</u> creativity and individuality.	I can <u>analyse artwork and speak confidently</u> in front of others, using artistic language. I can create my own individual artist page with flaps and a <u>highly</u> detailed creative ability	I can <u>confidently and independently analyse</u> artwork and relate this in my artwork. I can use artistic language and independently and creatively design my own artist page with <u>exceptional creative ability</u>
14 +	Transcripts- work based on/inspired by artist- Paul Jackson	Be able to demonstrate an understanding of the artwork of Paul Jackson and make transcripts of his work that are detailed/ then do own inspired transcript.	I can <u>comment</u> on artist work and create <u>a basic attempt at a transcript with some shading and realistic features. With guidance</u> I can annotate my work	I can analyse art work using some artistic language. I can be creative when designing my artist page, include relevant information and a <u>moderate</u> ability at producing detailed transcripts. <u>With guidance</u> I can annotate my work	I can <u>analyse artwork and speak confidently</u> in front of others, using artistic language. I can create my own individual artist page and a few <u>highly</u> detailed transcripts .with deatiled annotation	I can <u>confidently and independently analyse</u> artwork and relate this in my artwork. I can use artistic language and independently and creatively design my own artist page with <u>exceptional</u> transcripts. And thorough annotation








**STP Year 10 (Summer Half Term 5) -A01/ A02 - LESSONS (PART 2 ) New Project/sketchbook**

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (10.1-2)	Silver (10.3-4)	Gold (10.5-6)	Platinum (10.7+)
1	Artist research- Tom French	Be able to demonstrate an understanding of the artwork of Tom French Group analysis- using artist analysis sheet. Make an artist research page- title/info/quote/background/images/adjectives	I can <u>comment</u> on artist work and create <u>a basic artist research page with an attempt to make the page creative and individual</u>	I can analyse art work using some artistic language. I can be creative when designing my artist page, include relevant information and a <u>moderate</u> creativity and individuality.	I can <u>analyse artwork and speak confidently</u> in front of others, using artistic language. I can create my own individual artist page with flaps and a <u>highly</u> detailed creative ability	I can <u>confidently and independently analyse</u> artwork and relate this in my artwork. I can use artistic language and independently and creatively design my own artist page with <u>exceptional creative ability</u>
2	Transcript s- work based on/inspired by artist- Tom French	Be able to demonstrate an understanding of the artwork of Tom French and make transcripts of his work that are detailed/ then do own inspired transcript.	I can <u>comment</u> on artist work and create <u>a basic attempt at a transcript with some shading and realistic features. With guidance</u> I can annotate my work	I can analyse art work using some artistic language. I can be creative when designing my artist page, include relevant information and a <u>moderate</u> ability at producing detailed transcripts. <u>With guidance</u> I can annotate my work	I can <u>analyse artwork and speak confidently</u> in front of others, using artistic language. I can create my own individual artist page and a few <u>highly</u> detailed transcripts .with deatiled annotation	I can <u>confidently and independently analyse</u> artwork and relate this in my artwork. I can use artistic language and independently and creatively design my own artist page with <u>exceptional</u> transcripts. And thorough annotation
3	Create a skull inspired piece inspired by skull art and artists	To be able to design a page in sketchbook based on skull inspired art- shaded and with some colour or black and white.	I can follow instructions and <u>with guidance</u> I can design possible ideas for a final piece based on skulls and roses.	I can confidently follow instructions and with <u>some guidance</u> , I can design possible ideas for a final piece based on skulls and roses.	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed</u> design inspired by previous artist work	I can confidently discuss my artwork and follow instructions to create an exceptional design. Inspired by previous artists.
4/5	Create a skull inspired piece inspired by skull art and artists	To be able to recreate their design on acrylic paper based on skulls and <b>Complete in 2 hour exam conditions lessons (Task 6 in previous yr)</b>	I can follow instructions and <u>with guidance</u> I can use my design and create a final piece based on skulls and roses.	I can confidently follow instructions and with <u>some guidance</u> , I can use my design and create a final piece based on skulls and roses.	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed final piece</u> inspired by previous artist work	I can confidently discuss my artwork and follow instructions to create an <u>exceptional final piece</u> inspired by previous artists.

**STP Year 10 (Summer Half Term 5) -A01/ A02 - LESSONS (PART 2 ) New Project/sketchbookL**

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (10.1-2)	Silver (10.3-4)	Gold (10.5-6)	Platinum (10.7+)
6	Day of the Dead Festival	Be able to demonstrate an understanding of the Mexican festival -Day of the Dead. Group analysis- . Make an creative research page- title/info/quote/backgro und/images/adjectives	I can <u>comment</u> on the festival and create <u>a basic research page with an attempt to make the page creative and individual</u>	I can analyse art work using some artistic language. I can be creative when designing my festival page, include relevant information and a <u>moderate</u> creativity and individuality.	I can <u>analyse</u> artwork and <u>speak confidently</u> in front of others, using artistic language. I can create my own individual festival page with flaps and a <u>highly</u> detailed creative ability	I can <u>confidently and independently analyse</u> artwork and relate this in my artwork. I can use artistic language and independently and creatively design my own festival page with <u>exceptional creative ability</u>
7	Transcripts-work based on/inspired by Day of the Dead Festival	Be able to demonstrate an understanding of the artwork from Day of the Dead festival and make transcripts o that are detailed	I can <u>comment</u> on artwork based on the festival and create <u>a basic attempt at a transcript with some shading and realistic features. With guidance</u> I can annotate my work	I can analyse art work using some artistic language. I can be creative when designing a transcript based on the festival demonstrating a <u>moderate</u> ability. <u>With guidance</u> I can annotate my work	I can <u>analyse</u> artwork and <u>speak confidently</u> in front of others, using artistic language. I can create my own individual festival based <u>highly</u> detailed transcripts .with deatiled annotation	I can <u>confidently and independently analyse</u> artwork and relate this in my artwork. I can use artistic language and independently and creatively design my own <u>exceptional</u> transcripts based on the festival. And using thorough annotation
8	Sugar skull drawings	 (task 9 previous yr)	I can follow instructions and <u>with guidance</u> I can design sugar skull drawings- use template to help.	I can confidently follow instructions and with <u>some guidance</u> , I can design sugar skull drawings- use template to help	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed</u> design - sugar skulls	I can confidently discuss my artwork and follow instructions to create an exceptional design;- sugar skulls
9	Sugar skull half faces from the festival	 Task 10 last yr	I can follow instructions and <u>with guidance</u> I can design sugar skull half face 1x drawings 1x paintings- use template to help.	I can confidently follow instructions and with <u>some guidance</u> , I can design half face sugar skull facial drawings- use template to help	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed</u> designs-half face sugar skull facial drawings-	I can confidently discuss my artwork and follow instructions to create an exceptional design;-half face sugar skull facial drawings-

STP Year 10 (Summer Half Term 5) -A01/ A02 - LESSONS (PART 2 ) New Project/sketchbookL

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (10.1-2)	Silver (10.3-4)	Gold (10.5-6)	Platinum (10.7+)
10-12+ H/W	Task 12 - last Yr- Sugar skull inspired painting/drawing	 <p>To create a sugar skull/festival inspired piece on acrylic paper or canvas</p>	I can follow instructions and <u>with guidance</u> I can use my design and create a final piece based on sugar skulls.	I can confidently follow instructions and with <u>some guidance</u> , I can use my design and create a final piece based on sugar skulls	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed final piece</u> inspired by sugar skulls	I can confidently discuss my artwork and follow instructions to create an <u>exceptional final piece</u> inspired by sugar skulls.
13	Design a clay skull inspired piece	To understand how to make a clay tile inspired by work so far .To know how to safely use and design with clay.	I can follow instructions and <u>with guidance</u> I can create a <u>simple</u> clay design and safely use a clay tools.	I can confidently follow instructions and create a <u>moderate</u> clay design and with <u>some guidance</u> use the clay tools safely with confidence	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed design</u> and <u>confidently and safely use clay tools.</u>	I can confidently discuss my artwork and follow instructions confidently to create an <u>exceptional design</u> and <u>confidently and safely use clay tools.</u>
14+	Make the clay skull inspired piece	To understand how to make a clay tile inspired by work so far .To know how to safely use and design with clay.	I can follow instructions and <u>with guidance</u> I can create a <u>simple</u> clay design and safely use a clay tools.	I can confidently follow instructions and create a <u>moderate</u> clay design and with <u>some guidance</u> use the clay tools safely with confidence	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed design</u> and <u>confidently and safely use clay tools.</u>	I can confidently discuss my artwork and follow instructions confidently to create an <u>exceptional design</u> and <u>confidently and safely use clay tools.</u>





**STP Year 10 (Summer Half Term 6) - A03/A04-LESSONS (PART 3 ) New Project/sketchbook**

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (10.1-2)	Silver (10.3-4)	Gold (10.5-6)	Platinum (10.7+)
<b>1 - 2</b>	Refine and complete coursework so far	<u>Manage</u> your sketchbook and final pieces and <u>develop</u> coursework. <u>Assess against AO'S</u>	I can set my own targets and reflect on the project with help from Miss Walker	I can set my own targets and reflect on the project with some guidance.	I can set my own targets and reflect on the project with confidence..	I can independently analyze my targets and reflect on previous work
<b>3/ 4</b>	Alexander McQueen- research page Task 13 last yr	<b>To create an interesting page about the designer Alexander McQueen. - include images, transcripts, info, annotation</b>	I can <u>comment</u> on the designer and create <u>a basic research page with an attempt to make the page creative and individual</u>	I can analyse art work using some artistic language. I can be creative when designing my designer page, include relevant information and a <u>moderate</u> creativity and individuality.	I can <u>analyse artwork and speak confidently</u> in front of others, using artistic language. I can create my own individual designer page with flaps and a <u>highly</u> detailed creative ability	I can <u>confidently and independently analyse</u> artwork and relate this in my artwork. I can use artistic language and independently and creatively design my own designer page with <u>exceptional creative ability</u>
<b>5/ 6</b>	Alexander McQueen - collage/drawing board	<b>To create a drawing board with influences of Alexander McQueen- aspects of 3d, drawings and imagery.</b>	I can <u>comment</u> on my work and create <u>a basic imagery board page with an attempt to make the page creative and individual</u>	I can analyse art work using some artistic language. I can be creative when designing my designer board, include relevant information and a <u>moderate</u> creativity and individuality.	I can <u>analyse artwork and speak confidently</u> in front of others, using artistic language. I can create my own individual designer board with transcripts and a <u>highly</u> detailed creative ability	I can <u>confidently and independently analyse</u> artwork and relate this in my artwork. I can use artistic language and independently and creatively design my own designer board with <u>exceptional creative ability</u>
<b>7</b>	Half face/half skull etc Task 14 last yr	<b>I would like you to explore a -</b> - half photo and half skull drawing/shaded - half face half machine - and half face half sugar skull. - (Task 14 last yr)	I can follow instructions and <u>with guidance</u> I can design half face /half ..... use template to help.	I can confidently follow instructions and with <u>some guidance</u> , I can design half and half imagery -use template to help	I can <u>confidently discuss</u> my artwork and follow instructions confidently to create a <u>highly developed</u> designs-half face /half imagery drawings-	I can <u>confidently discuss</u> my artwork and follow instructions to create an <u>exceptional</u> design;-half face and half imagery drawings-
<b>8</b>	Alexander McQueen inspired piece - Task 15 last Yr (half face) time and skulls	<b>To create a piece inspired by Alexander McQueen</b>	I can follow instructions and <u>with guidance</u> I can use my design and create a final piece inspired by Alexander McQueen.	I can confidently follow instructions and with <u>some guidance</u> , I can use my design and create a final piece inspired by Alexander McQueen	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed</u> final piece inspired by Alexander McQueen	I can confidently discuss my artwork and follow instructions to create an <u>exceptional</u> final piece inspired by Alexander McQueen

STP Year 10 (Summer Half Term 6) - A03/A04-LESSONS (PART 3 ) New Project/sketchbookL

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (10.1-2)	Silver (10.3-4)	Gold (10.5-6)	Platinum (10.7+)
9-10	Alexander McQueen fashion	To research Alexander McQueen fashion and transcript some of the images.- Annotation included	I can <u>comment</u> on the the fashion and create a <u>basic research page with an attempt to make the page creative and individual</u>	I can analyse art work using some artistic language. I can be creative when designing my fashion research page, include relevant information and a <u>moderate</u> creativity and individuality.	I can analyse artwork and <u>speak confidently</u> in front of others, using artistic language. I can create my own individual fashion research page with flaps and a <u>highly</u> detailed creative ability	I can <u>confidently and independently analyse</u> artwork and relate this in my artwork. I can use artistic language and independently and creatively design my own fashion research page with <u>exceptional creative ability</u>
11-15	Mannequin /hat- 3d sculpture piece inspired by Alexander McQueen	To design and create a 3d piece inspired by Alexander McQueen <u>Exam conditions</u>	I can follow instructions and <u>with guidance</u> I can use my design and create a 3d final piece inspired by Alexander McQueen.	I can confidently follow instructions and with <u>some guidance</u> , I can use my design and create a 3d final piece inspired by Alexander McQueen	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed 3d final piece</u> inspired by Alexander McQueen	I can confidently discuss my artwork and follow instructions to create an <u>exceptional</u> 3d <u>final piece</u> inspired by Alexander McQueen



LTP Year 11	Autumn		Spring		Summer	
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Content Overview	Completion of work from Yr10-AO'S ASSESSMENT <u>Mock exam title given -OCT</u>	MOCK exam TITLE sketchbook and before Christmas - Mock exam	Completion of work from previous projects-AO'S ASSESSMENT <u>GCSE exam title given -Jan</u>	GCSE - art exam - end of April	Gallery set up and GCSE work completed - Grades in by 31 <sup>st</sup> May	
Aims	Students will RECAP all Area's of Study whilst developing an understanding of new concepts based on GCSE expectations. Students to explore developing a process to a means of presenting final pieces . Pupils learn in detail how to annotate work and evaluate purposefully Students to continually reflect on AO'S Students will continue to create, analyse, evaluate, present own interpretations and complete a unfinished work before receiving their MOCK EXAM title- new sketchbook	Students use previous knowledge to begin steps to creating a book based on a new title - chosen from 3 previous GCSE titles. Students to continually reflect on AO'S Students will learn new medium techniques and research artists that link.. Students will continue to improve their confidence when creating sketchbook pages and designs/transcripts/drawings. Students will continue to create, analyse, evaluate, present own interpretations and complete their MOCK EXAM book- <b>Exam is December</b>	Students will RECAP all Area's of Study whilst developing an understanding of new concepts based on GCSE expectations. Students to explore developing a process to a means of presenting final pieces . Pupils learn in detail how to annotate work and evaluate purposefully Students to continually reflect on AO'S Students will continue to create, analyse, evaluate, present own interpretations and complete a unfinished work before receiving their <b>GCSE titles and starting a new sketchbook</b>	Students use previous knowledge to begin steps to creating a book based on a new title - chosen from given GCSE titles. Students to continually reflect on AO'S Students will learn use learnt medium techniques and research artists that link.. Students will continue to improve their confidence when creating sketchbook pages and designs/transcripts/drawings. Students will continue to create, analyse, evaluate, present own interpretations and complete their GCSE EXAM book- <b>Exam is April- end</b>	Students to explore developing a process to a means of presenting final pieces and creating their gallery board ready for moderation.	
Cross – Curricular	<b>Reading:</b> Apply knowledge into unfamiliar contexts with increasing independence <b>Writing:</b> Type and Purpose of Writing	<b>Reading:</b> Apply knowledge into unfamiliar contexts with increasing independence <b>Writing:</b> Type and Purpose of Writing	<b>Reading:</b> Apply knowledge into unfamiliar contexts with increasing independence <b>Writing:</b> Type and Purpose of Writing	<b>Reading:</b> Apply knowledge into unfamiliar contexts with increasing independence <b>Writing:</b> Type and Purpose of Writing	<b>Reading:</b> Apply knowledge into unfamiliar contexts with increasing independence <b>Writing:</b> Type and Purpose of Writing	
Skills	<b>Appraising:</b> - Exam Technique, Approaching past sketchbook analysis/ criteria to follow - <b>Reflection</b> - Constantly reflecting on AO'S and self evaluating work.	<b>Appraising:</b> - Exam Technique, Approaching past sketchbook analysis/ criteria to follow - <b>Reflection</b> - Constantly reflecting on AO'S and self evaluating work.	<b>Appraising:</b> - Exam Technique, Approaching past sketchbook analysis/ criteria to follow - <b>Reflection</b> - Constantly reflecting on AO'S and self evaluating work.	<b>Appraising:</b> - Exam Technique, Approaching past sketchbook analysis/ criteria to follow - <b>Reflection</b> - Constantly reflecting on AO'S and self evaluating work.	<b>Appraising:</b> Gallery Technique, Approaching analysis/ criteria to follow - <b>Reflection</b> - Constantly reflecting on AO'S and self evaluating work.	
Assessment	<b>Formative:</b> Questioning Knowledge Drills Verbal WWW/EBI Marking - Green Pen <b>Summative:</b> Assessment against AO'S Term - sketchbook analysis	<b>Formative:</b> Questioning Knowledge Drills Verbal WWW/EBI Marking - Green Pen <b>Summative:</b> Assessment against AO'S MOCK EXAM final piece assessment-	<b>Formative:</b> Questioning Knowledge Drills Verbal WWW/EBI Marking - Green Pen <b>Summative:</b> <b>GCSE exam title</b> Assessment against AO'S Term - sketchbook analysis	<b>Formative:</b> Questioning Knowledge Drills Verbal WWW/EBI Marking - Green Pen <b>Summative:</b> GCSE Exam - Assessment against AO'S final piece assessment	GCSE moderation	



Autumn		Spring		Summer	
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p>Completion of work from Yr10-AO'S ASSESSMENT</p> <p><u>Mock exam title given -OCT</u></p>	<p>MOCK exam TITLE sketchbook and before Christmas - Mock exam</p>	<p>Completion of work from previous projects-AO'S ASSESSMENT</p> <p><u>GCSE exam title given -Jan</u></p>	<p>GCSE - art exam - end of April</p>	<p>Gallery set up and GCSE work completed - Grades in by 31<sup>st</sup> May</p>	
<p><b>Intent:</b></p> <ul style="list-style-type: none"> <li>produce creative work, exploring their ideas and recording their experiences</li> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>Knowledge Organiser outlining important information needed for this term.</li> <li>Students are given lesson time to complete work from previous sketchbooks and final pieces Students need to complete their work with a focus on their artistic targets highlighting what they need to do to improve.</li> <li>Explore the element of art and design looking at how examples are already used within pieces of effective art. Students to choose a structure to develop in their art work</li> <li>Practice/review previous GCSE Exam style techniques focusing on command words and exam language. Complete written annotation</li> <li>Analyse AO'S /TARGET Scores.</li> <li>Time management techniques and a criteria to follow for Mock Exam.</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>To be able to discuss the AO'S and meaning (Students to highlight what they are already doing well in the GCSE Assessment Criteria Grid and to set targets as to what they need to do to improve their artistic ability and reach a higher grade.</li> <li>To be able to confidently design a project more independently</li> <li>Knowledge Drills;</li> <li>Questioning and responding to marking in green pen allows students to show their understanding.</li> <li>Mock exam title criteria to follow</li> </ul>	<p><b>Intent:</b></p> <ul style="list-style-type: none"> <li>produce creative work, exploring their ideas and recording their experiences</li> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>MOCK Exam</li> <li>Knowledge Organiser outlining important information needed for this term.</li> <li>Students are given lesson time to complete work from previous sketchbooks and final pieces Students need to complete their work with a focus on their artistic targets highlighting what they need to do to improve.</li> <li>Explore the element of art and design looking at how examples are already used within pieces of effective art. Students to choose a structure to develop in their art work</li> <li>Practice/review previous GCSE Exam style techniques focusing on command words and exam language. Complete written annotation</li> <li>Analyse AO'S /TARGET Scores.</li> <li>Time management techniques and a criteria to follow for Mock Exam.</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>To be able to discuss the AO'S and meaning (Students to highlight what they are already doing well in the GCSE Assessment Criteria Grid and to set targets as to what they need to do to improve their artistic ability and reach a higher grade.</li> <li>To be able to confidently design a project more independently</li> <li>Knowledge Drills;</li> <li>Questioning and responding to marking in green pen allows students to show their understanding.</li> <li>Mock exam title criteria to follow</li> </ul>	<p><b>Intent:</b></p> <ul style="list-style-type: none"> <li>produce creative work, exploring their ideas and recording their experiences</li> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>MOCK Exam -tweaking for 2 weeks then GCSE exam titles launched</li> <li>Knowledge Organiser outlining important information needed for this term.</li> <li>Students are given lesson time to complete work from previous sketchbooks and final pieces Students need to complete their work with a focus on their artistic targets highlighting what they need to do to improve.</li> <li>Explore the element of art and design looking at how examples are already used within pieces of effective art. Students to choose a structure to develop in their art work</li> <li>Practice/review previous GCSE Exam style techniques focusing on command words and exam language. Complete written annotation</li> <li>Analyse AO'S /TARGET Scores.</li> <li>Time management techniques and a criteria to follow for GCSE Exam.</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>To be able to discuss the AO'S and meaning (Students to highlight what they are already doing well in the GCSE Assessment Criteria Grid and to set targets as to what they need to do to improve their artistic ability and reach a higher grade.</li> <li>To be able to confidently design a project more independently</li> <li>Knowledge Drills;</li> <li>Questioning and responding to marking in green pen allows students to show their understanding.</li> <li>GCSE exam title criteria to follow</li> </ul>	<p><b>Intent:</b></p> <ul style="list-style-type: none"> <li>produce creative work, exploring their ideas and recording their experiences</li> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>Knowledge Organiser outlining important information needed for this term.</li> <li>Students need to complete their work with a focus on their artistic targets highlighting what they need to do to improve.</li> <li>Explore the element of art and design looking at how examples are already used within pieces of effective art. Students to choose a structure to develop in their art work</li> <li>Practice/review previous GCSE Exam style techniques focusing on command words and exam language. Complete written annotation</li> <li>Analyse AO'S /TARGET Scores.</li> <li>Time management techniques and a criteria to follow for GCSE Exam.</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>To be able to discuss the AO'S and meaning (Students to highlight what they are already doing well in the GCSE Assessment Criteria Grid and to set targets as to what they need to do to improve their artistic ability and reach a higher grade.</li> <li>To be able to confidently design a project more independently</li> <li>Knowledge Drills;</li> <li>Questioning and responding to marking in green pen allows students to show their understanding.</li> <li>GCSE exam title criteria to follow</li> </ul>	<p><b>Intent:</b></p> <ul style="list-style-type: none"> <li>produce creative work, exploring their ideas and recording their experiences</li> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>Knowledge Organiser outlining important information needed for this term.</li> <li>Students need to complete their work with a focus on their artistic targets highlighting what they need to do to improve.</li> <li>Explore the element of art and design looking at how examples are already used within pieces of effective art. their art work</li> <li>Time management techniques and a criteria to follow for GCSE gallery moderation</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>60% gcse coursework and 40% gcse exam Moderation</li> </ul>	

## GCSE ASSESSMENT CRITERIA

Name:										Target Grade:									
Marks		Assessment Objective 1				Assessment Objective 2				Assessment Objective 3				Assessment Objective 4					
Grade		Develop ideas through investigations, demonstrating critical understanding of sources.				Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.				Record ideas, observations and insights relevant to intentions as work progresses.				Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.					
	9+	24 Convincingly	An exceptional ability to effectively develop ideas through creative and purposeful investigations. An exceptional ability to engage with and demonstrate critical understanding of sources.				An exceptional ability to thoughtfully refine ideas with discrimination. An exceptional ability to effectively select and experiment with appropriate media, materials, techniques and processes.				An exceptional ability to skillfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses				An exceptional ability to present a personal and meaningful response + realise intentions with confidence and conviction. An exceptional ability to demonstrate understanding of visual language.				
	9=	23 Clearly																	
	9-	22 Adequately																	
	8+	21 Just																	
8=	20 Convincingly	A highly developed ability to effectively develop ideas through creative and purposeful investigations. A highly developed ability to demonstrate critical understanding of sources.				A highly developed ability to thoughtfully refine ideas. A highly developed ability to effectively select and experiment with appropriate media, materials, techniques and processes.				A highly developed ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses				A highly developed ability to present a personal and meaningful response and realise intentions with confidence and conviction. A highly developed ability to demonstrate understanding of visual language.					
8-	19 Clearly																		
7+	18 Adequately																		
6+7-	17 Just																		
6	16 Convincingly	A consistent ability to effectively develop ideas through purposeful investigations. A consistent ability to demonstrate critical understanding of sources				A consistent ability to thoughtfully refine ideas. A consistent ability to effectively select and experiment with appropriate media, materials, techniques and processes.				A consistent ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses				A consistent ability to competently present a personal and meaningful response and realise intentions. A consistent ability to demonstrate understanding of visual language.					
5	15 Clearly																		
5-4+	14 Adequately																		
4=	13 Just																		
4-3+	12 Convincingly	A moderate ability to effectively develop ideas through purposeful investigations. A moderate ability to demonstrate critical understanding of sources				A moderate ability to thoughtfully refine ideas. A moderate ability to effectively select and experiment with appropriate media, materials, techniques and processes.				A moderate ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses				A moderate ability to competently present a personal and meaningful response and realise intentions. A moderate ability to demonstrate understanding of visual language.					
3=	11 Clearly																		
3	10 Adequately																		
3-	9 Just																		
2+	8 Convincingly	Some ability to develop ideas through purposeful investigations. Some ability to demonstrate critical understanding of sources.				Some ability to refine ideas. Some ability to select and experiment with appropriate media, materials, techniques and processes.				Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.				Some ability to present a personal and meaningful response and realise intentions. Some ability to demonstrate understanding of visual language.					
2=	7 Clearly																		
2=	6 Adequately																		
2-	5 Just																		
1	4 Convincingly	Minimal ability to develop ideas through purposeful investigations. Minimal ability to demonstrate critical understanding of sources.				Minimal ability to refine ideas. Minimal ability to select and experiment with appropriate media, materials, techniques and processes.				Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses				Minimal ability to present a personal and meaningful response and realise intentions. Minimal ability to demonstrate understanding of visual language.					
1	3 Clearly																		
1	2 Adequately																		
0	1 Just																		
Totals																			
Comment																			

**AO1** **EXPLORE**  
**ANNOTATE**  
**BEGIN TO LINK A**  
**THEME** **IMAGES**  
**TO YOUR CHOSEN ARTISTS WORK**  
**WRITTEN ANALYSIS** **ARTISTS**  
**LINK ARTISTS WORK TO**  
**IDEAS AND ARTWORK** **RESEARCH**

A02

EXPERIMENT  
WITH A

LINKING TECHNIQUES  
TO ARTISTS  
AND THEMES

DRAWING

RANGE

OF MEDIA

TEXTILES

WATERCOLOUR

CLAY

MIXED MEDIA  
PHOTOGRAPHS  
OIL PASTEL

PEN AND INK



**A03** IDEAS

IDEAS LINKING TO  
ARTISTS WORK  
**ALL ARTWORK**  
LINKING TOGETHER  
**PLANS, DESIGNS**  
IN A RANGE OF  
DIFFERENT MEDIA  
**OBSERVATIONAL**  
**DRAWINGS**  
**PLANS**  
**EXPLANATIONS**  
**ANNOTATION**

**A04** **FINAL**  
**MEANINGFUL** **PIECE OF WORK**  
**INFORMED** **SHOW UNDERSTANDING**  
**RESPONSE** **LINKS**  
**LINK BETWEEN** **TO ARTISTS WORK**  
**VISUALS AND ARTISTS** **RELEVANT**  
**PRESENTATION**



**A01** EXPLORE  
ANNOTATE  
BEGIN TO LINK A  
**THEME** IMAGES  
TO YOUR CHOSEN ARTISTS WORK  
WRITTEN ANALYSIS  
LINK ARTISTS WORK TO  
IDEAS AND ARTWORK **RESEARCH**

**A02** EXPERIMENT  
WITH A  
DRAWING  
LINKING TECHNIQUES  
TO ARTISTS  
AND THEMES  
RANGE  
OF MEDIA  
TEXTILES  
WATERCOLOUR  
CLAY MIXED MEDIA  
PHOTOGRAPHS  
OIL PASTEL  
PEN AND INK


**A03** IDEAS  
IDEAS LINKING TO  
ARTISTS WORK  
OBSERVATIONAL  
DRAWINGS  
ALL ARTWORK  
LINKING TOGETHER  
PLANS, DESIGNS  
IN A RANGE OF EXPLANATIONS  
DIFFERENT MEDIA ANNOTATION

**A04** FINAL  
MEANINGFUL  
PIECE OF WORK  
INFORMED SHOW UNDERSTANDING  
RESPONSE  
LINKS  
LINK BETWEEN  
VISUALS AND ARTISTS  
PRESENTATION  
TO ARTISTS WORK  
RELEVANT

STP Year 11 (Autumn Half Term 1) -Completeion of work from Yr10 - October Mock Exam titles given - LESSONS (PART 1)

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze 11.(1-2)	Silver (11.3-4)	Gold (11.5-6)	Platinum (11.7+)
1	Welcome Back	To be confident in knowing what's expected me in all aspects of the course. Rearrange new sketchbook and follow AO criteria - reflection on completed work				
1/2	Continue with Natural Forms Sketchbook mini project	To understand how to create a new sketchbook- project based on previous GCSE titles- brain storm the new tiles and create group mind maps Pinterest and google page based on chosen title. Title page design with definition	I can identify basic elements of a title/research areas within	I can identify elements of a title in mind map and image form with various outcomes	I can confidently reflect on the meaning of a title - mind map and find various pictoral images related..	I can confidently reflect on the meaning of a title - mind map and find various pictoral images related. I can discuss my ideas.
1/2	Observational drawings and photos of an element of project- 2 DOUBLE PAGES MIXED MEDIA  Artist research to element + transcripts	To				
3+ HW	Art in style of artist  Then new Artist research to					



Assessment Opportunities						
	Title	Lesson Objective (WALT)	Bronze 11.(1-2)	Silver (11.3-4)	Gold (11.5-6)	Platinum (11.7+)
4+H W	Deconstructive painting-evaluation		I can follow instructions and I can evaluate my painting with some ability.- T guidance	I can confidently follow instructions and I can evaluate my painting demonstrating moderate ability.- some T guidance	I can confidently discuss my artwork and follow instructions to independently create a highly developed deconstructive painting evaluation page	I can confidently discuss my artwork and follow instructions to independently create an exceptional deconstructive painting evaluation page
5+H W	clay tile piece- Detail and design	To design and create a piece for Detail and Design - clay tile.	I can follow instructions and with guidance I can create a simple clay tile design and safely use a clay tools.	I can confidently follow instructions and create a moderate clay tile design and with some guidance use the clay tools safely with confidence	I can confidently discuss my artwork and follow instructions confidently to create a highly developed design and confidently and safely use clay tools.	I can confidently discuss my artwork and follow instructions confidently to create an exceptional design and confidently and safely use clay tools.
6/7+ HW	Lino piece	To understand and design a gothic inspired image on the lino To know how to safely use a lino tool and cut the lino design ready to print.	I can follow instructions and with guidance I can create a simple lino design and safely use a lino tool.	I can confidently follow instructions and create a moderate lino design and with some guidance use the lino tool safely with confidence	I can confidently discuss my artwork and follow instructions confidently to create a highly developed design and confidently and safely use a lino tool.	I can confidently discuss my artwork and follow instructions confidently to create an exceptional design and confidently and safely use a lino tool.
	Mock exam titles given- choice of 2-3 titles	To understand how to create a new sketchbook- project based on previous GCSE titles- brainstorm the new tiles and create group mind maps Pinterest and google page based on chosen title. Title page design with definition	I can identify basic elements of a title/research areas within	I can identify elements of a title in mind map and image form with various outcomes	I can confidently reflect on the meaning of a title - mind map and find various pictorial images related..	I can confidently reflect on the meaning of a title - mind map and find various pictorial images related. I can discuss my ideas.
	Coursework Artist research - 1	Develop my coursework. Artist research for Mock Title from Booklet  Transcripts based on artist work - 1x page	I can comment on the artist and create a basic research page with an attempt to make the page creative and individual	I can analyse art work using some artistic language. I can be creative when designing my artist page, include relevant information and a moderate creativity and individuality.	I can analyse artwork and speak confidently in front of others, using artistic language. I can create my own individual artist page with flaps and a highly detailed creative ability	I can confidently and independently analyse artwork and relate this in my artwork. I can use artistic language and independently and creatively design my own artist page with exceptional creative ability
	<p>October half term intervention - 2 days - finish clay/lino pieces</p> <p>Hw - over half term - make sure 2<sup>nd</sup> artist and transcript is completed</p>					



**STP Year 11 (Autumn Half Term 2) - Sketchbook for MOCK Exam- 10 weeks to complete. LESSONS (PART 1)**

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (11.1-2)	Silver (11.3-4)	Gold (11.5-6)	Platinum (11.7+)
+HW	Coursework Artist research - 2	<u>Half term HW- make sure all pages are high standard up to here and another artist</u> Develop my coursework. Artist research for Mock Title from Booklet Transcripts based on artist 1x page	I can <u>comment</u> on the artist and create a <u>basic research page</u> with an attempt to <u>make the page creative and individual</u>	I can analyse art work using some artistic language. I can be creative when designing my artist page, include relevant information and a <u>moderate</u> creativity and individuality.	I can <u>analyse artwork and speak confidently</u> in front of others, using artistic language. I can create my own individual artist page with flaps and a <u>highly</u> detailed creative ability	I can <u>confidently and independently analyse</u> artwork and relate this in my artwork. I can use artistic language and independently and creatively design my own artist page with <u>exceptional creative ability</u>
+HW	Exploring the title from the mind map	Explore one element of the title chosen -over a double page- images, transcripts, info <u>Elements page 1</u>	I can follow instructions and <u>with guidance</u> I can create a <u>simple</u> double page exploring an element of my chosen title	I can confidently follow instructions and create a <u>moderate</u> double page exploring an element of my chosen title and with <u>some guidance</u>	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed element page</u> wit detailed transcripts	I can confidently discuss my artwork and follow instructions confidently to create an <u>exceptional element page</u> wit detailed transcripts
Week 1 +HW	Exploring the title from the mind map	Explore a different element of the title chosen -over a double page- images, transcripts, info <u>Elements page 2</u>	I can follow instructions and <u>with guidance</u> I can create a <u>simple</u> double page exploring an element of my chosen title	I can confidently follow instructions and create a <u>moderate</u> double page exploring an element of my chosen title and with <u>some guidance</u>	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed element page</u> wit detailed transcripts	I can confidently discuss my artwork and follow instructions confidently to create an <u>exceptional element page</u> wit detailed transcripts
2+ HW	Exploring the title from the mind map	Explore a different element of the title chosen -over a double page- images, transcripts, info <u>Elements page 3</u>	I can follow instructions and <u>with guidance</u> I can create a <u>simple</u> double page exploring an element of my chosen title	I can confidently follow instructions and create a <u>moderate</u> double page exploring an element of my chosen title and with <u>some guidance</u>	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed element page</u> wit detailed transcripts	I can confidently discuss my artwork and follow instructions confidently to create an <u>exceptional element page</u> wit detailed transcripts
3+ HW	Refined MIND MAP  <u>Additional pinterest/ image page from refined mind map</u>	<b>To refine the aspects of the title that most interest you- one page - mind map and image page - do both over a double page</b>	I can follow instructions and <u>with guidance</u> I can create a <u>simple</u> double page exploring an element of my chosen title	I can confidently follow instructions and create a <u>moderate</u> double page exploring an element of my chosen title and with <u>some guidance</u>	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed element page</u> wit detailed transcripts	I can confidently discuss my artwork and follow instructions confidently to create an <u>exceptional element page</u> wit detailed transcripts

# STP Year 11 (Autumn Half Term 2) - Revision for MOCK LESSONS (PART 2)

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (11.1-2)	Silver (11.3-4)	Gold (11.5-6)	Platinum (11.7+)
4/5 + HW	Experiment pages at least 2-3 double pages	To explore chosen title from refined mind map- experiment with ideas and different mediums	I can follow instructions and <u>with guidance</u> I can create a <u>simple</u> double page exploring the area of interest from chosen title	I can confidently follow instructions and create a <u>moderate</u> double page exploring the area of interest from my chosen title and with <u>some guidance</u>	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed page of an area that I am most interested in exploring page with detailed transcripts</u>	I can confidently discuss my artwork and follow instructions confidently to create an <u>exceptional exploration page with detailed transcripts</u>
6	Experiment and explore title area of interest Photographic evidence page- drawings from them	To experiment and explore further with Photographic evidence page- drawings from them	I can follow instructions and <u>with guidance</u> I can create a <u>simple</u> double page exploring the area of interest from chosen title  I can take my own photographs and draw from them	I can confidently follow instructions and create a <u>moderate</u> double page exploring the area of interest from my chosen title and with <u>some guidance</u> I can take my own photographs and draw from them	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed page of an area that I am most interested in exploring page with detailed transcripts</u> I can take my own photographs and draw from them	I can confidently discuss my artwork and follow instructions confidently to create an <u>exceptional exploration page with detailed transcripts</u> I can take my own photographs and draw from them
7	Experimentation but with an idea now of where you see the exam piece going	To be thinking of the mock exam and where I see the project going  Find an artist linked to the style/ final piece idea to inspire your work	I can follow instructions and <u>with guidance</u> I can create a <u>simple</u> double page exploring and experimenting with ideas and mediums  With guidance I can find an artist linked to the style/ final piece idea to inspire your work	I can confidently follow instructions and create a <u>moderate</u> double page exploring the area of interest from my chosen title and with <u>some guidance</u> I can find an artist linked to the style/ final piece idea to inspire your work	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed page of exploration and different mediums within the detailed transcripts</u>  <u>Independently find an artist to inspire final piece</u>	I can confidently discuss my artwork and follow instructions confidently to create an <u>exceptional page of exploration and different mediums within the detailed transcripts</u>  <u>Independently find an artist to inspire final piece</u>
8	Experimentation but with an idea now of where you see the exam piece going	To be thinking of the mock exam and where I see the project going-	I can follow instructions and <u>with guidance</u> I can create a <u>simple</u> double page exploring and experimenting with ideas and mediums	I can confidently follow instructions and create a <u>moderate</u> double page exploring the area of interest from my chosen title and with <u>some guidance</u>	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed page of exploration and different mediums within the detailed transcripts</u>	I can confidently discuss my artwork and follow instructions confidently to create an <u>exceptional page of exploration and different mediums within the detailed transcripts</u>



9	Plan final piece/resources	<u>Prepare</u> for the <b>MOCK</b> and <u>develop</u> my coursework.	<u>With guidance</u> I can prepare my final pages and design my final piece for the exam.	<u>With guidance</u> I can prepare my final pages and design my final piece for the exam.	I can <b>independently and confidently</b> prepare my final pages and design my final piece for the exam.	I can <b>independently and confidently</b> prepare my final pages and design my final piece for the exam.
10 - 12	MOCK WEEK	<u>Prepare</u> for the <b>MOCK</b> and <u>develop</u> my coursework.	Mock exam- 10 hours- 2x 5 hour	Mock exam- 10 hours- 2x 5 hour	Mock exam- 10 hours- 2x 5 hour	Mock exam- 10 hours- 2x 5 hour
	<p><b>Intervention over Christmas break 2-3 days to complete and develop the Mock exam book and piece and the own Natural forms book</b></p> <p><b>Hw - over</b></p>					



**STP Year 11 (Spring Half Term 3) - GCSE titles given in January LESSONS (PART 1)**

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (11.1-2)	Silver (11.3-4)	Gold (11.5-6)	Platinum (11.7+)
1						
2						
	<b>Use 2 weeks to finish off any work ( see above) and Mock exam piece</b>					
3	GCSE exam titles given- choice of 5 titles	To understand how to create a new sketchbook- project based on previous GCSE titles- brain storm the new tiles and create group mind maps  Pinterest and google page based on chosen title. Title page design with definition	I can <u>identify</u> basic elements of a title/research areas within	I can identify elements of a title in mind map and image form with various outcomes	I can confidently reflect on the meaning of a title - mind map and find various pictorial images related..	I can confidently reflect on the meaning of a title - mind map and find various pictorial images related. I can discuss my ideas.
4	Coursework Artist research - 1	<u>Develop</u> my coursework. Artist research for GCSE Title from Booklet  Transcripts based on artist work - 1x page	I can <u>comment</u> on the artist and create a <u>basic research page with an attempt to make the page creative and individual</u>	I can analyse art work using some artistic language. I can be creative when designing my artist page, include relevant information and a <u>moderate</u> creativity and individuality.	I can <u>analyse artwork and speak confidently</u> in front of others, using artistic language. I can create my own individual artist page with flaps and a <u>highly</u> detailed creative ability	I can <u>confidently and independently analyse</u> artwork and relate this in my artwork. I can use artistic language and independently and creatively design my own artist page with <u>exceptional creative ability</u>
5	Coursework Artist research - 2	<u>Develop</u> my coursework. Artist research for GCSE Title from Booklet  Transcripts based on artist work - 1x page	I can <u>comment</u> on the artist and create a <u>basic research page with an attempt to make the page creative and individual</u>	I can analyse art work using some artistic language. I can be creative when designing my artist page, include relevant information and a <u>moderate</u> creativity and individuality.	I can <u>analyse artwork and speak confidently</u> in front of others, using artistic language. I can create my own individual artist page with flaps and a <u>highly</u> detailed creative ability	I can <u>confidently and independently analyse</u> artwork and relate this in my artwork. I can use artistic language and independently and creatively design my own artist page with <u>exceptional creative ability</u>

**STP Year 11 (Spring Half Term 3) - GCSE titles given in January LESSONS (PART 1)**

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (11.1-2)	Silver (11.3-4)	Gold (11.5-6)	Platinum (11.7+)
6	Exploring the title from the mind map	Explore one element of the title chosen -over a double page- images, transcripts, info <b><u>Elements page 1</u></b>	I can follow instructions and <u>with guidance</u> I can create a <u>simple</u> double page exploring an element of my chosen title	I can confidently follow instructions and create a <u>moderate</u> double page exploring an element of my chosen title and with <u>some guidance</u>	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed element page</u> wit detailed <u>transcripts</u>	I can confidently discuss my artwork and follow instructions confidently to create an <b><u>exceptional element page</u></b> wit detailed <u>transcripts</u>
7	Exploring the title from the mind map	Explore a different element of the title chosen -over a double page- images, transcripts, info <b><u>Elements page 2</u></b>	I can follow instructions and <u>with guidance</u> I can create a <u>simple</u> double page exploring an element of my chosen title	I can confidently follow instructions and create a <u>moderate</u> double page exploring an element of my chosen title and with <u>some guidance</u>	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed element page</u> wit detailed <u>transcripts</u>	I can confidently discuss my artwork and follow instructions confidently to create an <b><u>exceptional element page</u></b> wit detailed <u>transcripts</u>
8	Exploring the title from the mind map	Explore a different element of the title chosen -over a double page- images, transcripts, info <b><u>Elements page 3</u></b>	I can follow instructions and <u>with guidance</u> I can create a <u>simple</u> double page exploring an element of my chosen title	I can confidently follow instructions and create a <u>moderate</u> double page exploring an element of my chosen title and with <u>some guidance</u>	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed element page</u> wit detailed <u>transcripts</u>	I can confidently discuss my artwork and follow instructions confidently to create an <b><u>exceptional element page</u></b> wit detailed <u>transcripts</u>
9	Refined MIND MAP  <b>Additional pinterest/ image page from refined mind map</b>	<b>To refine the aspects of the title that most interest you- one page - mind map and image page - do both over a double page</b>	I can follow instructions and <u>with guidance</u> I can create a <u>simple</u> double page exploring an element of my chosen title	I can confidently follow instructions and create a <u>moderate</u> double page exploring an element of my chosen title and with <u>some guidance</u>	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed element page</u> wit detailed <u>transcripts</u>	I can confidently discuss my artwork and follow instructions confidently to create an <b><u>exceptional element page</u></b> wit detailed <u>transcripts</u>
10	Experiment pages at least 2-3 double pages	<b>To explore chosen title from refined mind map- experiment with ideas and different mediums</b>	I can follow instructions and <u>with guidance</u> I can create a <u>simple</u> double page exploring the area of interest from chosen title	I can confidently follow instructions and create a <u>moderate</u> double page exploring the area of interest from my chosen title and with <u>some guidance</u>	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed page of an area that I am most interested in exploring</u> page with detailed <u>transcripts</u>	I can confidently discuss my artwork and follow instructions confidently to create an <b><u>exceptional exploration page</u></b> with detailed transcripts
11	Experiment and explore title area of interest Photographic evidence page- drawings from them	<b>To experiment and explore further with Photographic evidence page- drawings from them</b>	I can follow instructions and <u>with guidance</u> I can create a <u>simple</u> double page exploring the area of interest from chosen title  I can take my own photographs and draw from them	I can confidently follow instructions and create a <u>moderate</u> double page exploring the area of interest from my chosen title and with <u>some guidance</u> I can take my own photographs and draw from them	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed page of an area that I am most interested in exploring</u> page with detailed <u>transcripts</u> I can take my own photographs and draw from them	I can confidently discuss my artwork and follow instructions confidently to create an <b><u>exceptional exploration page</u></b> with detailed transcripts I can take my own photographs and draw from them



**STP Year 11 (Spring Half Term 3) - GCSE titles given in January LESSONS (PART 1)**

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (11.1-2)	Silver (11.3-4)	Gold (11.5-6)	Platinum (11.7+)
12	Experimentation but with an idea now of where you see the exam piece going	<b>To be thinking of the mock exam and where I see the project going</b>  <b>Find an artist linked to the style/ final piece idea to inspire your work</b>	I can follow instructions and <u>with guidance</u> I can create a <u>simple</u> double page exploring and experimenting with ideas and mediums  With guidance I can find an artist linked to the style/ final piece idea to inspire your work	I can confidently follow instructions and create a <u>moderate</u> double page exploring the area of interest from my chosen title and with <u>some guidance</u> I can find an artist linked to the style/ final piece idea to inspire your work	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed page</u> of exploration and <u>different mediums within the detailed transcripts</u>  <u>Independently find an artist to inspire final piece</u>	I can confidently discuss my artwork and follow instructions confidently to create an <u>exceptional page</u> of exploration and <u>different mediums within the detailed transcripts</u>  <u>Independently find an artist to inspire final piece</u>
13 - 14	Experimentation but with an idea now of where you see the exam piece going	<b>To be thinking of the exam and where I see the project going-</b>	I can follow instructions and <u>with guidance</u> I can create a <u>simple</u> double page exploring and experimenting with ideas and mediums	I can confidently follow instructions and create a <u>moderate</u> double page exploring the area of interest from my chosen title and with <u>some guidance</u>	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed page</u> of exploration and <u>different mediums within the detailed transcripts</u>	I can confidently discuss my artwork and follow instructions confidently to create an <u>exceptional page</u> of exploration and <u>different mediums within the detailed transcripts</u>
- 15 +	Plan final piece/resources	<u>Prepare</u> for the GCSE exam and <u>develop</u> my coursework.	<b>With guidance</b> I can prepare my final pages and design my final piece for the exam.	<b>With guidance</b> I can prepare my final pages and design my final piece for the exam.	I can <b>independently and confidently</b> prepare my final pages and design my final piece for the exam.	I can <b>independently and confidently</b> prepare my final pages and design my final piece for the exam.
	<b>Easter Break - offering 3 days for GCSE PUPILS to make final touches and design before GCSE exam</b>					






# STP Year 11 (Summer Half Term 5) - After GCSE exam first week back after Easter- LESSONS


	Lesson Objective (WALT)	Assessment Opportunities			
		Bronze (11.1-2)	Silver (11.3-4)	Gold (11.5-6)	Platinum (11.7+)
Exam-then Gallery Preparing for moderation	To prepare for the GCSE moderation and set up the gallery boards	<u>With guidance</u> I can prepare my gallery board and ensure everything is ready for moderation.	<u>With guidance</u> I can prepare my gallery board and ensure everything is ready for moderation.	I can <b>independently and confidently</b> prepare my gallery board and ensure everything is ready for moderation.	I can <b>independently and confidently</b> prepare my gallery board and ensure everything is ready for moderation.

Old 2020- 21 topics deconstructive art



STP Year 11 (Autumn Half Term 1) -Completeion of work from Yr10 - October Mock Exam titles given - LESSONS (PART 1)

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze 11.(1-2)	Silver (11.3-4)	Gold (11.5-6)	Platinum (11.7+)
1	Welcome Back	To be confident in knowing what's expected me in all aspects of the course. Rearrange new sketchbook and follow AO criteria - reflection on completed work				
2	Intro in Deconstructive paintings- base - delayering to colours		I can follow instructions and with T support, I can choose an image , take a view finder and select a section and deconstruct the layers.	I can confidently follow instructions and with <u>some guidance</u> , I can choose an image , take a view finder and select a section and deconstruct the layers	I can confidently discuss my artwork and follow instructions to <u>independently</u> choose an image , take a view finder and select a section and deconstruct the layers in order to create <u>a highly developed</u> deconstructive painting	I can confidently discuss my artwork and follow instructions to <u>independently</u> choose an image , take a view finder and select a section and deconstruct the layers in order to create <u>an exceptional</u> deconstructive painting
3/4	Deconstructive painting- and step by step drawings for sketchbook		I can follow instructions and with T support, I can recreate my image section by deconstructing the layers.	I can confidently follow instructions and with <u>some guidance</u> , I can recreate my image section by deconstructing the layers.	I can confidently discuss my artwork and follow instructions to <u>independently</u> deconstruct the layers in order to create <u>a highly developed</u> deconstructive painting	I can confidently discuss my artwork and follow instructions to <u>independently</u> deconstruct the layers in order to create <u>an exceptional</u> deconstructive painting
5/6	Deconstructive painting continuation -	To follow step by step instructions about delayering my chosen image and layering up a painted aspect of the image n a canvas To make step by step thumbnails of your design so far. 	I can follow instructions and in exam conditions and I can recreate my image section by deconstructing the layers demonstrating some ability.	I can confidently follow instructions in exam conditions and , I can recreate my image section by deconstructing the layers. Demonstrating moderate ability.	I can confidently discuss my artwork and follow instructions to <u>independently</u> deconstruct the layers in order to create <u>a highly developed</u> deconstructive painting <u>Exam conditions</u>	I can confidently discuss my artwork and follow instructions to <u>independently</u> deconstruct the layers in order to create <u>an exceptional</u> deconstructive painting <u>Exam conditions</u>

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze 11.(1-2)	Silver (11.3-4)	Gold (11.5-6)	Platinum (11.7+)
7 - H/W	Deconstructive painting-evaluation		I can follow instructions and I can evaluate my painting with some ability.- T guidance	I can confidently follow instructions and I can evaluate my painting demonstrating moderate ability.- some T guidance	I can confidently discuss my artwork and follow instructions to independently create a highly developed deconstructive painting evaluation page	I can confidently discuss my artwork and follow instructions to independently create an exceptional deconstructive painting evaluation page
8/9/10- HW	clay tile piece- Detail and design	To design and create a piece for Detail and Design - clay tile.	I can follow instructions and with guidance I can create a simple clay tile design and safely use a clay tools.	I can confidently follow instructions and create a moderate clay tile design and with some guidance use the clay tools safely with confidence	I can confidently discuss my artwork and follow instructions confidently to create a highly developed design and confidently and safely use clay tools.	I can confidently discuss my artwork and follow instructions confidently to create an exceptional design and confidently and safely use clay tools.
11-1213 HW	Lino piece	To understand and design a gothic inspired image on the lino To know how to safely use a lino tool and cut the lino design ready to print.	I can follow instructions and with guidance I can create a simple lino design and safely use a lino tool.	I can confidently follow instructions and create a moderate lino design and with some guidance use the lino tool safely with confidence	I can confidently discuss my artwork and follow instructions confidently to create a highly developed design and confidently and safely use a lino tool.	I can confidently discuss my artwork and follow instructions confidently to create an exceptional design and confidently and safely use a lino tool.
14-17	Mock exam titles given- choice of 2-3 titles	To understand how to create a new sketchbook- project based on previous GCSE titles- brainstorm the new tiles and create group mind maps Pinterest and google page based on chosen title. Title page design with definition	I can identify basic elements of a title/research areas within	I can identify elements of a title in mind map and image form with various outcomes	I can confidently reflect on the meaning of a title - mind map and find various pictorial images related..	I can confidently reflect on the meaning of a title - mind map and find various pictorial images related. I can discuss my ideas.
18+ Hol	Coursework Artist research - 1	Develop my coursework. Artist research for Mock Title from Booklet  Transcripts based on artist work - 1x page	I can comment on the artist and create a basic research page with an attempt to make the page creative and individual	I can analyse art work using some artistic language. I can be creative when designing my artist page, include relevant information and a moderate creativity and individuality.	I can analyse artwork and speak confidently in front of others, using artistic language. I can create my own individual artist page with flaps and a highly detailed creative ability	I can confidently and independently analyse artwork and relate this in my artwork. I can use artistic language and independently and creatively design my own artist page with exceptional creative ability
	October half term intervention - 2 days - finish clay/lino pieces Hw - over half term - make sure 2 <sup>nd</sup> artist and transcript is completed					



**STP Year 11 (Spring Half Term 3) - GCSE titles given in January LESSONS (PART 1)**

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (11.1-2)	Silver (11.3-4)	Gold (11.5-6)	Platinum (11.7+)
1	Alexander McQueen fashion	Develop previous coursework To research Alexander McQueen fashion and transcript some of the images. - Annotation included	I can <u>comment</u> on the the fashion and create a <u>basic research page with an attempt to make the page creative and individual</u>	I can analyse art work using some artistic language. I can be creative when designing my fashion research page, include relevant information and a <u>moderate</u> creativity and individuality.	I can <u>analyse artwork and speak confidently</u> in front of others, using artistic language. I can create my own individual fashion research page with flaps and a <u>highly</u> detailed creative ability	I can <u>confidently and independently analyse</u> artwork and relate this in my artwork. I can use artistic language and independently and creatively design my own fashion research page with <u>exceptional creative ability</u>
2	Mannequin /hat- 3d sculpture piece inspired by Alexander McQueen	To design and create a 3d piece inspired by Alexander McQueen <b>Exam conditions</b>	I can follow instructions and with <u>guidance</u> I can use my design and create a 3d final piece inspired by Alexander McQueen.	I can confidently follow instructions and with <u>some guidance</u> , I can use my design and create a 3d final piece inspired by Alexander McQueen	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed 3d final piece</u> inspired by Alexander McQueen	I can confidently discuss my artwork and follow instructions to create an <u>exceptional 3d final piece</u> inspired by Alexander McQueen
	Use 2 weeks to finish off any work ( see above) and Mock exam piece					
3	GCSE exam titles given- choice of 5 titles	To understand how to create a new sketchbook- project based on previous GCSE titles- brain storm the new tiles and create group mind maps Pinterest and google page based on chosen title. Title page design with definition	I can <u>identify</u> basic elements of a title/research areas within	I can identify elements of a title in mind map and image form with various outcomes	I can confidently reflect on the meaning of a title - mind map and find various pictorial images related..	I can confidently reflect on the meaning of a title - mind map and find various pictorial images related. I can discuss my ideas.
4	Coursework Artist research - 1	Develop my coursework. Artist research for GCSE Title from Booklet  Transcripts based on artist work - 1x page	I can <u>comment</u> on the artist and create a <u>basic research page with an attempt to make the page creative and individual</u>	I can analyse art work using some artistic language. I can be creative when designing my artist page, include relevant information and a <u>moderate</u> creativity and individuality.	I can <u>analyse artwork and speak confidently</u> in front of others, using artistic language. I can create my own individual artist page with flaps and a <u>highly</u> detailed creative ability	I can <u>confidently and independently analyse</u> artwork and relate this in my artwork. I can use artistic language and independently and creatively design my own artist page with <u>exceptional creative ability</u>
5	Coursework Artist research - 2	Develop my coursework. Artist research for GCSE Title from Booklet  Transcripts based on artist work - 1x page	I can <u>comment</u> on the artist and create a <u>basic research page with an attempt to make the page creative and individual</u>	I can analyse art work using some artistic language. I can be creative when designing my artist page, include relevant information and a <u>moderate</u> creativity and individuality.	I can <u>analyse artwork and speak confidently</u> in front of others, using artistic language. I can create my own individual artist page with flaps and a <u>highly</u> detailed creative ability	I can <u>confidently and independently analyse</u> artwork and relate this in my artwork. I can use artistic language and independently and creatively design my own artist page with <u>exceptional creative ability</u>



**STP Year 11 (Spring Half Term 3) - GCSE titles given in January LESSONS (PART 1)**

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (11.1-2)	Silver (11.3-4)	Gold (11.5-6)	Platinum (11.7+)
6	Exploring the title from the mind map	Explore one element of the title chosen -over a double page- images, transcripts, info <b><u>Elements page 1</u></b>	I can follow instructions and <u>with guidance</u> I can create a <u>simple</u> double page exploring an element of my chosen title	I can confidently follow instructions and create a <u>moderate</u> double page exploring an element of my chosen title and with <u>some guidance</u>	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed element page wit detailed transcripts</u>	I can confidently discuss my artwork and follow instructions confidently to create an <b><u>exceptional element page wit detailed transcripts</u></b>
7	Exploring the title from the mind map	Explore a different element of the title chosen -over a double page- images, transcripts, info <b><u>Elements page 2</u></b>	I can follow instructions and <u>with guidance</u> I can create a <u>simple</u> double page exploring an element of my chosen title	I can confidently follow instructions and create a <u>moderate</u> double page exploring an element of my chosen title and with <u>some guidance</u>	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed element page wit detailed transcripts</u>	I can confidently discuss my artwork and follow instructions confidently to create an <b><u>exceptional element page wit detailed transcripts</u></b>
8	Exploring the title from the mind map	Explore a different element of the title chosen -over a double page- images, transcripts, info <b><u>Elements page 3</u></b>	I can follow instructions and <u>with guidance</u> I can create a <u>simple</u> double page exploring an element of my chosen title	I can confidently follow instructions and create a <u>moderate</u> double page exploring an element of my chosen title and with <u>some guidance</u>	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed element page wit detailed transcripts</u>	I can confidently discuss my artwork and follow instructions confidently to create an <b><u>exceptional element page wit detailed transcripts</u></b>
9	Refined MIND MAP  <b>Additional pinterest/ image page from refined mind map</b>	<b>To refine the aspects of the title that most interest you- one page - mind map and image page - do both over a double page</b>	I can follow instructions and <u>with guidance</u> I can create a <u>simple</u> double page exploring an element of my chosen title	I can confidently follow instructions and create a <u>moderate</u> double page exploring an element of my chosen title and with <u>some guidance</u>	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed element page wit detailed transcripts</u>	I can confidently discuss my artwork and follow instructions confidently to create an <b><u>exceptional element page wit detailed transcripts</u></b>
10	Experiment pages at least 2-3 double pages	<b>To explore chosen title from refined mind map- experiment with ideas and different mediums</b>	I can follow instructions and <u>with guidance</u> I can create a <u>simple</u> double page exploring the area of interest from chosen title	I can confidently follow instructions and create a <u>moderate</u> double page exploring the area of interest from my chosen title and with <u>some guidance</u>	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed page of an area that I am most interested in exploring page with detailed transcripts</u>	I can confidently discuss my artwork and follow instructions confidently to create an <b><u>exceptional exploration page with detailed transcripts</u></b>
11	Experiment and explore title area of interest Photographic evidence page- drawings from them	<b>To experiment and explore further with Photographic evidence page- drawings from them</b>	I can follow instructions and <u>with guidance</u> I can create a <u>simple</u> double page exploring the area of interest from chosen title  I can take my own photographs and draw from them	I can confidently follow instructions and create a <u>moderate</u> double page exploring the area of interest from my chosen title and with <u>some guidance</u> I can take my own photographs and draw from them	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed page of an area that I am most interested in exploring page with detailed transcripts</u> I can take my own photographs and draw from them	I can confidently discuss my artwork and follow instructions confidently to create an <b><u>exceptional exploration page with detailed transcripts</u></b> I can take my own photographs and draw from them

**STP Year 11 (Spring Half Term 3) - GCSE titles given in January LESSONS (PART 1)**

	Title	Lesson Objective (WALT)	Assessment Opportunities			
			Bronze (11.1-2)	Silver (11.3-4)	Gold (11.5-6)	Platinum (11.7+)
12	Experimentation but with an idea now of where you see the exam piece going	<b>To be thinking of the mock exam and where I see the project going</b>  <b>Find an artist linked to the style/ final piece idea to inspire your work</b>	I can follow instructions and <u>with guidance</u> I can create a <u>simple</u> double page exploring and experimenting with ideas and mediums  With guidance I can find an artist linked to the style/ final piece idea to inspire your work	I can confidently follow instructions and create a <u>moderate</u> double page exploring the area of interest from my chosen title and with <u>some guidance</u> I can find an artist linked to the style/ final piece idea to inspire your work	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed page</u> of exploration and <u>different mediums within the detailed transcripts</u>  <u>Independently find an artist to inspire final piece</u>	I can confidently discuss my artwork and follow instructions confidently to create an <u>exceptional page</u> of exploration and <u>different mediums within the detailed transcripts</u>  <u>Independently find an artist to inspire final piece</u>
13 - 14	Experimentation but with an idea now of where you see the exam piece going	<b>To be thinking of the exam and where I see the project going-</b>	I can follow instructions and <u>with guidance</u> I can create a <u>simple</u> double page exploring and experimenting with ideas and mediums	I can confidently follow instructions and create a <u>moderate</u> double page exploring the area of interest from my chosen title and with <u>some guidance</u>	I can confidently discuss my artwork and follow instructions confidently to create a <u>highly developed page</u> of exploration and <u>different mediums within the detailed transcripts</u>	I can confidently discuss my artwork and follow instructions confidently to create an <u>exceptional page</u> of exploration and <u>different mediums within the detailed transcripts</u>
- 15 +	Plan final piece/resources	<u>Prepare</u> for the GCSE exam and <u>develop</u> my coursework.	<b>With guidance</b> I can prepare my final pages and design my final piece for the exam.	<b>With guidance</b> I can prepare my final pages and design my final piece for the exam.	I can <b>independently and confidently</b> prepare my final pages and design my final piece for the exam.	I can <b>independently and confidently</b> prepare my final pages and design my final piece for the exam.
	<b>Easter Break - offering 3 days for GCSE PUPILS to make final touches and design before GCSE exam</b>					



# STP Year 11 (Summer Half Term 5) - After GCSE exam first week back after Easter- LESSONS

	Lesson Objective (WALT)	Assessment Opportunities			
		Bronze (11.1-2)	Silver (11.3-4)	Gold (11.5-6)	Platinum (11.7+)
Exam-then Gallery Preparing for moderation	To prepare for the GCSE moderation and set up the gallery boards	<u>With guidance</u> I can prepare my gallery board and ensure everything is ready for moderation.	<u>With guidance</u> I can prepare my gallery board and ensure everything is ready for moderation.	I can <b>independently and confidently</b> prepare my gallery board and ensure everything is ready for moderation.	I can <b>independently and confidently</b> prepare my gallery board and ensure everything is ready for moderation.