


VZS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p><b>OBSERVING OBJECTS</b> Students will build their observational drawing and tonal skills Inspired by everyday objects.</p> <p>KNOWLEDGE - Introduction to the formal elements of art. Relative key words and vocabulary. Looking at how artists Van Gogh and Bridget Riley use line for different effects.</p> <p>SKILLS &amp; TECHNIQUES</p> <ul style="list-style-type: none"> <li>- Building our observational drawing skills;</li> <li>- Using line to create good base shapes, tonal textures and form</li> <li>- Creating tone using pencil control for shading and weight/proximity of line</li> <li>- Scale and proportion. Observing through viewfinder and using guidelines to scale up small items</li> <li>- Using different media to interpret tone including pencil, biro, oil pastel, ink &amp; water.</li> <li>- Drawing 3D form of geometric shapes to inform wider drawing</li> </ul> <p>KS2/3 - Assessment: 1. Baseline observational drawing assessment 2. Ink drawing 3. Artist study</p>		<p><b>HUES OF FOODS</b> Students will build their knowledge and understanding of colour Inspired by the colourful world of food</p> <p>KNOWLEDGE - Embedding the formal elements with an introduction to colour theory. Further understanding scale and proportion. Relative key words and vocabulary. Looking at the work of artists Wayne Thiebaud, Sarah Graham, and Georgina Luck.</p> <p>SKILLS &amp; TECHNIQUES</p> <ul style="list-style-type: none"> <li>- Creating and understanding the colour wheel.</li> <li>- Creating and understanding tints and shades</li> <li>- Colour mixing in paint and colour pencil</li> <li>- Developing brush and pencil control</li> <li>- Using colour value to create 3D form</li> <li>- Using line, shape, colour and scale in a final painted outcome. Applying value to build understanding of form.</li> </ul> <p>KS2/3 - Assessment: 1. Colour wheel 2. Artist Study 3. Final outcome - Painting</p>		<p><b>BUGGING OUT</b> Students will build on their drawing and colour skills and develop 3D thinking inspired by insects and bugs</p> <p>KNOWLEDGE - Embedding observational drawing and colour theory as tools for visual investigation. Understanding the parts of an insect and it's symmetry. Relative key words and vocabulary. Looking at the work of Christopher Marley, Michelle Stitzlein, Sibylla Merian and E A Seguy</p> <p>SKILLS &amp; TECHNIQUES</p> <ul style="list-style-type: none"> <li>- Developing observational drawing skills to investigate the structure and surface patterns of insects</li> <li>- Techniques to ensure symmetrical outcomes</li> <li>- Creating a maquette and understanding how these are used in 'real world' application</li> <li>- Creating and applying a template, developing scissor skills and understanding of pattern to create a 3D sculpture from recycled cardboard</li> </ul> <p>KS3 - Assessment 1. Observational /investigational drawings 2. Artist Study 3. Final outcome - 3D layered sculpture</p>	
8	<p><b>OCEAN LIFE</b> Students will learn about the beauty and structure of ocean life through a series of experimental media studies. Learning about the impact of plastic in the oceans, where students will be introduced to art as activism.</p> <p>KNOWLEDGE - Embedding understanding of the formal elements through a range of media. Understanding the issue of plastics in the ocean and the impact on the food chain and ecosystems. Relative key words and vocabulary. Looking at the work of Olafur Eliasson, Amber M Moran and Yellena James</p> <p>SKILLS &amp; TECHNIQUES</p> <ul style="list-style-type: none"> <li>- Using collage in layers to create depth and tone</li> <li>- Embedding the formal elements and developing observational drawing skills using timed continuous line techniques</li> <li>- Embedding the formal elements and developing observational drawing skills using stick and ink technique with a focus on tone and texture</li> <li>- Using sgraffito technique to explore pattern through the lens of the work of Yellena James</li> <li>- Using wash and water colour and tonal pencil techniques to produce a final outcome, through the lens of Amber M Moran's work, with a view to raising awareness of the issues</li> </ul> <p>KS3 - Assessment: 1. Tonal drawing - Sea creature 2. Artist Study 3 Final outcome - Painting and tonal combination</p>		<p><b>NATURAL PATTERNS - CLAY</b> Inspired by patterns in nature students will develop their visual research skills through a series of observational drawing in various media. The focus this term is clay and using the ceramics studio</p> <p>KNOWLEDGE - Ceramics - Stages of clay and the theory of glazing and firing processes. Understanding types of pattern. Relative key words and vocabulary. Looking at the work of Grayson Perry, Kelly Jean Ohl and Zhu Ohmu</p> <p>SKILLS &amp; TECHNIQUES</p> <ul style="list-style-type: none"> <li>- Embedding formal elements and observational drawing through various media including, oil pastel, soft pastel, biro and pencil</li> <li>- Additive and subtractive sculpting techniques</li> <li>- Score, slip and stick</li> <li>- Modelling coils</li> <li>- 3D clay modelling of the ancient coil pot technique</li> <li>- Glazing and firing practice</li> </ul> <p>KS3 Assessment: 1. Investigative drawings 2. Artist study 3. Final outcome - clay pot</p>		<p><b>ANCIENT JAPAN</b> Inspired by ancient Japanese art and printmaking, students will develop their understanding of tonal values, using mono printing and block printing techniques.</p> <p>KNOWLEDGE - History of monks migrating to Japan. Ancient materials and approaches used in Japanese art including Sumi-e, Suiboku-ga and Ukiyo-e. Understanding the art of Shodo and the Japanese alphabet. Looking at the artists, Tenshō Shūbun, Katsushika Hokusai and the Yoshida family. Relative keywords and vocabulary.</p> <p>SKILLS &amp; TECHNIQUES -</p> <ul style="list-style-type: none"> <li>- Embedding brush control through Shodo/ Japanese Calligraphy</li> <li>- Sumi-e through oil pastel monoprinting and wash</li> <li>- Suiboku-ga through water colours</li> <li>- Ukiyo-e, through polyblock printing</li> </ul> <p>KS3 - Assessment: 1. Monoprint 2. Artist study 3. Block print outcome</p>	
AQA	<p><b>IMAGINED REALITY</b> Students will study the rules of perspective through the concepts from the Surrealist movement.</p> <p>KNOWLEDGE - Understanding juxtaposition, metamorphosis, symbolism and subconscious elements of the Surrealist movement.</p>	<p><b>IDENTITY</b> Students will learn the principles of portraiture and explore different concepts of identity.</p> <p>KNOWLEDGE - Theory of facial proportions and facial features. Embedding concepts of symbolism and abstract art. Layered</p>	<p><b>MAKE IT POP</b> Students will research the Pop Art movement and consider how it still influences art, design and society today,</p> <p>KNOWLEDGE - Design theory. Considering pop culture and celebrity. How can art amplify and reinforce social inequality and social bias?</p>			

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9 	<b>IMAGINED REALITY</b> Students will study the rules of perspective through the concepts from the Surrealist movement.  KNOWLEDGE - Understanding juxtaposition, metamorphosis, symbolism and subconscious elements of the Surrealist movement. Theory of 1 point and 2 point perspective and the respective use of vanishing points. Understanding how animators of fantastic beasts apply the principles of visual investigation. Relative keywords and vocabulary. Looking at the artists, Meret Oppenheim, Rene Magritte, and Salvador Dali  SKILLS & TECHNIQUES <ul style="list-style-type: none"> <li>- Embedding FEs and observational drawing to explore juxtaposition in objects</li> <li>- Embedding FEs and observational drawing to explore metamorphosis</li> <li>- Using 1 point perspective and lots of imagination to create a surreal room</li> <li>- Using 2 point perspective to add buildings to a landscape</li> <li>- Using watercolour wash techniques, graded, variegated, blossoming.</li> <li>- Developing confidence to use non erasable media, focusing on biro</li> </ul> <p>KS3 - Assessment:</p> <ol style="list-style-type: none"> <li>1. Tonal drawings - Juxtaposed items</li> <li>2. Artist Study</li> <li>3. Final outcome - Mixed media landscape</li> </ol>		<b>IDENTITY</b> Students will learn the principles of portraiture and explore different concepts of identity.  KNOWLEDGE - Theory of facial proportions and facial features. Embedding concepts of symbolism and abstract art. Layered thinking to build a multi media artwork. Relative keywords and vocabulary. Looking at the work of Kehinde Wiley, Bernard Pras and Loui Jover  SKILLS & TECHNIQUES <ul style="list-style-type: none"> <li>- Applying the theory of facial proportions</li> <li>- Embedding FEs and observational drawing to explore facial features</li> <li>- Watercolour and fineliner pen</li> <li>- Portrait skills with found and everyday objects</li> <li>- Using symbolism to create multi media outcomes with monoprinting and collage</li> </ul> <p>KS3 - Assessment:</p> <ol style="list-style-type: none"> <li>1. Tonal drawings - facial features</li> <li>2. Artist study</li> <li>3. Final outcome - abstract self portrait</li> </ol>		<b>MAKE IT POP</b> Students will research the Pop Art movement and consider how it still influences art, design and society today,  KNOWLEDGE - Design theory. Considering pop culture and celebrity. How can art amplify and reinforce social inequality and social bias? Relative keywords and vocabulary. Looking at the artists, Michael Craig Martin, Yayoi Kusama, Roy Lichtenstein and Peter Blake  SKILLS & TECHNIQUES - <ul style="list-style-type: none"> <li>- Deciphering and simplification of visual information.</li> <li>- Using ben day dots and bold shapes for tone effectively</li> <li>- Introduction to acrylic paints</li> <li>- Brush control to create flat tone and strong shape</li> <li>- Applying design theory</li> <li>- Typography in mixed media</li> <li>- British pop art and collage</li> </ul> <p>KS3 - Assessment:</p> <ol style="list-style-type: none"> <li>1. Drawing with shape and colour</li> <li>2. Artist study</li> <li>3. Final outcome - still life or portrait</li> </ol>		
	10	<b>NATURAL FORMS</b> This portfolio module will constitute 30% of the overall grade Students will create a GCSE portfolio exploring natural forms. Using workshops to explore different natural forms through a variety of media Students will enjoy a trip to the Natural History Museum to start their visual investigations Students then use the visual research to create an outcome  <p>KS4 - Assessment:</p> <p>Ongoing assessment throughout the module to ensure the assessment objectives are met.            Each assessment objective is work 25% of the project            AO1: Research and Develop. AO2: Experiment and Refine. AO3: Record Ideas. AO4: A Final Piece.</p>				<b>CITY LIFE</b> This portfolio module will constitute 30% of the overall grade Students will create a GCSE portfolio exploring all aspect so City life. Starting with a trip to London Southbank students will carry out a rigorous visual investigation into all aspects of city life using a wide variety of media. Students then use the visual research to create an outcome  <p>KS4 - Assessment:</p> <p>Ongoing assessment throughout the module to ensure the assessment objectives are met.            Each assessment objective is work 25% of the project            AO1: Research and Develop. AO2: Experiment and Refine. AO3: Record Ideas. AO4: A Final Piece.</p>	
11	<b>CITY LIFE CONTINUED</b>  Continued investigative studies across a range of media A final piece outcome will be completed in the Year 11 mock exam period  <p>KS4 - Assessment:</p> <p>Ongoing assessment throughout the module to ensure the assessment objectives are met. Mock exam.            Each assessment objective is work 25% of the project            AO1: Research and Develop. AO2: Experiment and Refine. AO3: Record Ideas. AO4: A Final Piece.</p>		<b>EXAM PAPER PORTFOLIO</b>  Students receive the externally set exam paper and immediately start their visual research on the topic of their choice. This project constitutes 40% from the overall grade using the processes learned in the portfolio projects A final piece will be produced in the 10 hour final exam.  <p>KS4</p> <p>Students will have a 10 hour exam at the end of April, creating a final price for their exam portfolio. The portfolio and the exam account for 40% of the GCSE grade, The other 60% is the previous GCSE work of Natural Form and Identity.</p>				