

YEAR 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Content</b>  <u>Knowledge Prior/recall/taught</u>	Challenging observational drawing. Building on skills learnt during KS3. Artists: Eric Ravilious,	Continuing with observational drawing, students learn about different drawing techniques and methods. Create an imaginary landscape. Artists Vincent van Gogh	Revisit colour theory and Painting Experiment with acrylic paint and watercolour and complete independent research. Artists: Sari Shyrak	Students create a scene using a range of natural objects that they draw using prior knowledge of composition. Paint using watercolour Artist: Jennifer Tyers	Begin 'Structures' project. Revisit colour theory selecting work from one of the following Patrica Cain, Wayne Thiebaud or Jannifer Sanchez and how the artist uses colour/pattern/texture in their work.	Continuing with 'Structures' building knowledge of artists and skills in different media. Introducing aspects of photography.
<b>Skills</b>  <b>Recall of knowledge and skills will be interleaved throughout the SOW</b>	Using a range of media and techniques e.g. ink on sticks, frottage, zooming in, expressive, gestural	Learning skills in a wide range of media and how to create a more interesting surface to work on. Drawing techniques - opposite hand, continuous line, two hands, blind	Observational drawing, colour theory mixing tonal scales in watercolour. Photography and composition.	Composition, observational drawing, Watercolour techniques.	Observational drawing, composition and sophisticated use of colour.	Practice skills in coloured pencil, fine line pen, biro and painting.
Key Questions	Why is it important to experiment?	What did you learn about creating a surface? How can you make your surface have a purpose/meaning ?	Why do you think that there are different types of paint? How is this medium different from other media that you have used before?	What makes a successful composition?	What do you think about the artist's use of colour in this otherwise dull subject matter? (Cain)	What does 'selecting materials that are appropriate to intentions' actually mean?
Assessment	Peer and self assessment, class discussions, questioning, tick sheets, regular verbal feedback from teacher and target setting, RAG rate traffic light spreadsheet for quick look.  <span style="background-color: #e0f0ff; padding: 2px;">W AO assess...</span>	Peer and self assessment, class discussions, questioning, tick sheets, regular verbal feedback from teacher and target setting, RAG rate traffic light spreadsheet for quick look.	Peer and self assessment, class discussions, questioning, tick sheets, regular verbal feedback from teacher and target setting, RAG rate traffic light spreadsheet for quick look.	Peer and self assessment, class discussions, questioning, tick sheets, regular verbal feedback from teacher and target setting, RAG rate traffic light spreadsheet for quick look.	Peer and self assessment, class discussions, questioning, tick sheets, regular verbal feedback from teacher and target setting, RAG rate traffic light spreadsheet for quick look.	Peer and self assessment, class discussions, questioning, tick sheets, regular verbal feedback from teacher and target setting, RAG rate traffic light spreadsheet for quick look.
Literacy/numeracy/SM SC/Character	Planning out pages - Composition and dividing of pages to ensure that they are aesthetically pleasing. Art vocabulary used through discussion and written work. Literacy lessons	Composition and dividing of pages Art vocabulary used through discussion, questioning and written work. Do now activities to enhance cultural capital. Instilling a mutual respect of art and artists that may	Planning out pages Composition and dividing of pages Art vocabulary used through discussion, questioning and written work. Do now activities to enhance cultural capital. Instilling a mutual respect of art and	Composition and dividing of pages, foreground, middle ground and background, rule of thirds. Art vocabulary used through discussion, questioning and written work. Do now activities to enhance cultural	Planning out pages - Composition and dividing of pages Art vocabulary used through discussion, questioning and written work. Do now activities to enhance cultural capital. Instilling a mutual respect	Scaling up, zooming in, composition and planning out design so that it is in proportion. Art vocabulary used through discussion, questioning and written work. Do now activities to

	embedded into scheme of work. Do now activities to enhance cultural capital. Instilling a mutual respect of art and artists that may be unusual or unfamiliar to them.	be unusual or unfamiliar to them.	artists that may be unusual or unfamiliar to them.	capital. Instilling a mutual respect of art and artists that may be unusual or unfamiliar to them.	of art and artists that may be unusual or unfamiliar to them.	enhance cultural capital. Instilling a mutual respect of art and artists that may be unusual or unfamiliar to them.
<b>Enrichment opportunities and futures</b>	GCSE catch up sessions every week after school. With permission from their teacher students can work in the art rooms at lunch or after school. Do Now activities incorporate job opportunities within art. What's on board outside art office. Free activities, websites, interesting places - all discussed in lessons.	GCSE catch up sessions every week after school. With permission from their teacher students can work in the art rooms at lunch or after school. Do Now activities incorporate job opportunities within art. What's on board outside art office. Free activities, websites, interesting places - all discussed in lessons.	GCSE catch up sessions every week after school. With permission from their teacher students can work in the art rooms at lunch or after school. Do Now activities incorporate job opportunities within art. What's on board outside art office. Free activities, websites, interesting places - all discussed in lessons.	GCSE catch up sessions every week after school. With permission from their teacher students can work in the art rooms at lunch or after school. Do Now activities incorporate job opportunities within art. What's on board outside art office. Free activities, websites, interesting places - all discussed in lessons.	GCSE catch up sessions every week after school. With permission from their teacher students can work in the art rooms at lunch or after school. Do Now activities incorporate job opportunities within art. What's on board outside art office. Free activities, websites, interesting places - all discussed in lessons.	GCSE catch up sessions every week after school. With permission from their teacher students can work in the art rooms at lunch or after school. Do Now activities incorporate job opportunities within art. What's on board outside art office. Free activities, websites, interesting places - all discussed in lessons.
<b>Year 10</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Content</b>	Continuing with 'Structures' introducing students to a range of artist's and art practices, building on prior knowledge. Beginning to respond and analyse work in a more sophisticated manner.	Building on skills in drawing and painting. Beginning to develop more independent ideas and producing confident outcomes based on their artist/s.	Reintroduce 3D modelling through an independent research project. Students design a site specific 3D installation.	Building on prior knowledge of creating a piece in 3D, students resource a range of media to build and make a scaled down version of their final design.	Completion of 3D model and refine all previous work	Begin 'Viewpoints' project, taking composition to a new level.
<b>Knowledge:</b>						
<b>Skills</b>	Observational drawing, noticing. Using a range of media, developing knowledge and skills through practicing and independent research. Flipped learning.	Understanding how to link artist;s work and develop own ideas that are unique.	Understanding what impact sculptures and installations can have, what messages they deliver, what they stand for, making a statement. Understanding the importance of recycling and how these products can be used to make artwork.	Importance of creating a piece of work that has a purpose or tells a story. Interesting Artwork asks questions and gets people thinking.	Learning skills in refining, sometimes the smallest of tweaks can make all the difference.	Noticing, thinking outside the box, composition.
<b>Recall of knowledge and skills will be interleaved throughout the SOW</b>						
<b>Key Question</b>	How can you analyse a piece	What are the similarities and	What do you think would be a good	How will you attach these	Have you been successful? How	What different viewpoints can

	of work without merely describing it?	differences between the artist's that you have researched?	process when designing a site specific sculpture?	different parts/materials?	do you know?	you name?
<b>Assessment</b>	Peer and self assessment, class discussions, questioning, tick sheets, regular verbal feedback from teacher and target setting, RAG rate traffic light spreadsheet for quick response. <a href="#">W</a> AO assess...	Peer and self assessment, class discussions, questioning, tick sheets, regular verbal feedback from teacher and target setting, RAG rate traffic light spreadsheet for quick response.	Peer and self assessment, class discussions, questioning, tick sheets, regular verbal feedback from teacher and target setting, RAG rate traffic light spreadsheet for quick response.	Peer and self assessment, class discussions, questioning, tick sheets, regular verbal feedback from teacher and target setting, RAG rate traffic light spreadsheet for quick response.	Peer and self assessment, class discussions, questioning, tick sheets, regular verbal feedback from teacher and target setting, RAG rate traffic light spreadsheet for quick response.	Peer and self assessment, class discussions, questioning, tick sheets, regular verbal feedback from teacher and target setting, RAG rate traffic light spreadsheet for quick response.
<b>Literacy/ numeracy/SMSC/ Character</b>	Planning out pages - Composition and dividing of pages to ensure that they are aesthetically pleasing. Art vocabulary used through discussion and written work.	Composition and dividing of pages Art vocabulary used through discussion, questioning and written work.	Measuring, making mock 3D pieces. Art vocabulary used through discussion, questioning and written work.	Measuring, making mock 3D pieces. Art vocabulary used through discussion, questioning and written work.	Ensuring correct measuring of pieces to attach for final design. Art vocabulary used through discussion, questioning and written work.	Numeracy - Repeating patterns and foreshortening. Art vocabulary used through discussion, questioning and written work.
<b>Enrichment opportunities and futures</b>	GCSE catch up sessions every week after school. With permission from their teacher students can work in the art rooms at lunch or after school.	GCSE catch up sessions every week after school. With permission from their teacher students can work in the art rooms at lunch or after school.	GCSE catch up sessions every week after school. With permission from their teacher students can work in the art rooms at lunch or after school.	GCSE catch up sessions every week after school. With permission from their teacher students can work in the art rooms at lunch or after school.	GCSE catch up sessions every week after school. With permission from their teacher students can work in the art rooms at lunch or after school.	GCSE catch up sessions every week after school. With permission from their teacher students can work in the art rooms at lunch or after school.

<b>Year 11</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Content</b>	Continuing with 'Viewpoints' project. Students look at Surrealism and begin to take more risks in their own work.	Students complete their final outcome for 'Viewpoints'. This can be 2D, 3D or a low relief. Students work in media that they feel comfortable with.	Externally set assignment - this project is set by the exam board. Students use their prior knowledge of art and art practice to independently develop their ideas.	ESA preparatory work and final timed test - 10 hours. Students continue to develop their ideas in their sketchbook and produce a final outcome in a 10 hour timed test.	ESA 10 hour timed test	
<b>Knowledge:</b>						
<b>Skills</b>	Observational drawing, painting, combining mixed media and various ideas learnt throughout the GCSE course.	Refining	Using skills in sequential development and understanding that one thing informs the next. Ability to refine as work progresses, producing skillful outcomes in a range of media.	Use skills to produce a final outcome, understand that you should use a media/s that you are confident with.	Drawing on all prior knowledge to realise intentions and produce an innovative piece of art.	
<b>Recall of knowledge and skills will be interleaved throughout the SOW</b>						

<b>Key Question</b>	What do you understand by the term Surrealism?	What is significant about the compositions in surreal artwork?	How will you begin this project? What interests you about this theme?	How will you prepare for the timed test?	Have you been successful? How do you know?	
<b>Assessment</b>	Peer and self assessment, class discussions, questioning, tick sheets, regular verbal feedback from teacher and target setting, RAG rate traffic light spreadsheet for quick response.	Peer and self assessment, class discussions, questioning, tick sheets, regular verbal feedback from teacher and target setting, RAG rate traffic light spreadsheet for quick response.	Peer and self assessment, class discussions, questioning, tick sheets, regular verbal feedback from teacher and target setting, RAG rate traffic light spreadsheet for quick response.	Peer and self assessment, class discussions, questioning, tick sheets, regular verbal feedback from teacher and target setting, RAG rate traffic light spreadsheet for quick response.	<b>Final assessment And moderation</b>	
<b>Literacy/ numeracy/SMSC/ Character</b>	Planning out pages - Composition and dividing of pages to ensure that they are aesthetically pleasing. Art vocabulary used through discussion and written work.	Art vocabulary used through discussion, questioning and written work.	Measuring, making mock 3D pieces. Art vocabulary used through discussion, questioning and written work.	Measuring, making mock 3D pieces. Art vocabulary used through discussion, questioning and written work.		
<b>Enrichment opportunities and futures</b>	GCSE catch up sessions every week after school. With permission from their teacher students can work in the art rooms at lunch or after school. Gallery visit.	GCSE catch up sessions every week after school. With permission from their teacher students can work in the art rooms at lunch or after school.	GCSE catch up sessions every week after school. With permission from their teacher students can work in the art rooms at lunch or after school.	GCSE catch up sessions every week after school. With permission from their teacher students can work in the art rooms at lunch or after school.		