

YEAR	AUTUMN TERM	SPRING TERM	SUMMER TERM
SEVEN	<p><u>INTRODUCTION TO SMWCA ART & FOUNDATION SKILLS COURSE, ARTISTIC STYLE 1:</u></p> <p><u>Content & Knowledge</u>. Housekeeping & working methods in department/observational drawing skills /sketching and construction skills in drawing /shading and mark making techniques/colour theory/watercolour technique/Abstraction- what is it and how to develop it.</p> <p>For Implementation see detailed SoW document</p> <p><u>Impact & Assessment</u> In line with department assessment policy. Frequent verbal feedback and formative assessment throughout each task. Written feedback on individual class and homework tasks in assessment bar on each page. Whole class feedback sheets to inform self and peer assessment. Summative pupil and peer evaluation in books. Summative teacher grade to be recorded in sketchbooks. Progress throughout this brief should be clear on an individual basis for each pupil. Pupil percentage given in line with school data and reporting system.</p>	<p><u>ARTISTIC STYLE 2- VAN GOGH & MAKING ART PERSONAL/ REPRESENTATION IN ART:</u></p> <p><u>Content & Knowledge</u> Intro to Van Gogh/ Critical discussion of his work/ applying knowledge to create personal work/ oil pastel skills.</p> <p>For Implementation see detailed SoW document</p> <p><u>Impact & Assessment</u> In line with department assessment policy. Frequent verbal feedback and formative assessment throughout each task. Written feedback on individual class and homework tasks in assessment bar on each page. Whole class feedback sheets to inform self and peer assessment. Summative pupil and peer evaluation in books. Summative teacher grade to be recorded in sketchbooks. Progress throughout this brief should be clear on an individual basis for each pupil. Pupil percentage given in line with school data and reporting system.</p>	<p><u>ARTISTIC STYLE 3- CUBISM, HOW ART CAN REPRESENT EMOTIONS, BUILDING 3D SKILLS:</u></p> <p><u>Content & Knowledge</u> Drawing portraits and profiles/ study cubism and cubist portraits/ create own cubist portrait/ develop 3D skills by creating 3D cubist portrait. For Implementation see detailed SoW document</p> <p><u>Impact & Assessment</u> In line with department assessment policy. Frequent verbal feedback and formative assessment throughout each task. Written feedback on individual class and homework tasks in assessment bar on each page. Whole class feedback sheets to inform self and peer assessment. Summative pupil and peer evaluation in books. Summative teacher grade to be recorded in sketchbooks. Progress throughout this brief should be clear on an individual basis for each pupil. Pupil percentage given in line with school data and reporting system. Progress from the first and second term of work should be clear on an individual basis for each pupil.</p>

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EIGHT	<p><u>POP ART CRITICAL STUDIES & 2D OUTCOMES:</u></p> <p><u>Content & Knowledge</u> Introduction to Pop art- Andy Warhol, Revisit, review and refine observational drawing skills /revisit painting techniques and how to refine work/ intro to Roy Lichtenstein/ design onomatopoeic word.</p> <p>For Implementation see detailed SoW document</p> <p><u>Impact & Assessment</u> In line with department assessment policy. Frequent verbal feedback and formative assessment throughout each task. Written feedback on individual class and homework tasks in assessment bar on each page. Whole class feedback sheets to inform self and peer assessment. Summative pupil and peer evaluation in books. Summative teacher grade to be recorded in sketchbooks. Progress throughout this brief should be clear on an individual basis for each pupil. Pupil percentage given in line with school data and reporting system.</p>	<p><u>POP ART CRITICAL STUDIES & 3D OUTCOMES/ Food and Pop art (sweets):</u></p> <p><u>Content & Knowledge</u> 3D making and construction of onomatopoeic 3D word explosions. 3D Design skills/3D making & card construction skills/ observational drawings of sweets- introduction of Wayne Thiebaud</p> <p>For Implementation see detailed SoW document</p> <p><u>Impact & Assessment</u> In line with department assessment policy. Frequent verbal feedback and formative assessment throughout each task. Written feedback on individual class and homework tasks in assessment bar on each page. Whole class feedback sheets to inform self and peer assessment. Summative pupil and peer evaluation in books. Summative teacher grade to be recorded in sketchbooks. Progress throughout this brief should be clear on an individual basis for each pupil. Pupil percentage given in line with school data and reporting system.</p>	<p><u>Pop art and sweet treats:</u></p> <p><u>Content & Knowledge</u> Introduction of Debbie Miller compared to Wayne Thiebaud Develop painting skills using poster paint. Clay techniques/ make 3d clay cupcake For Implementation see detailed SoW document</p> <p><u>Impact & Assessment</u> In line with department assessment policy. Frequent verbal feedback and formative assessment throughout each task. Written feedback on individual class and homework tasks in assessment bar on each page. Whole class feedback sheets to inform self and peer assessment. Summative pupil and peer evaluation in books. Summative teacher grade to be recorded in sketchbooks. Progress throughout this brief should be clear on an individual basis for each pupil. Pupil percentage given in line with school data and reporting system. Progress from the first and second term of work should be clear on an individual basis for each pupil</p>
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NINE	<p><u>PEOPLE AND PLACES- LOCAL LANDSCAPE:</u></p> <p><u>Content & Knowledge</u> Introduction to Landscapes/ revisit, review and refine observational drawing skills/Introduce higher level sketchbook layouts & annotation skills/ introduce work by Michael Pritchard/ critical studies and art analysis/ revisit, review and refine colour theory/ explore printmaking and use collage to create mixed media landscape.</p> <p>For Implementation see detailed SoW document</p> <p><u>Impact & Assessment</u> In line with department assessment policy. Frequent verbal feedback and formative assessment throughout each task. Written feedback on individual class and homework tasks in assessment bar on each page. Whole class feedback sheets to inform self and peer assessment. Summative pupil and peer evaluation in books. Summative teacher grade to be recorded in sketchbooks. Progress throughout this brief should be clear on an individual basis for each pupil. Pupil percentage given in line with school data and reporting system.</p>	<p><u>PEOPLE AND PLACES- FIGURES AND MOVEMENT:</u></p> <p><u>Content & Knowledge</u> Observational studies- figure drawings in proportion/ critical studies of futurism/ exploration of movement of figures/ apply knowledge of painting techniques and colour theory to create 2d outcome.</p> <p>For Implementation see detailed SoW document</p> <p><u>Impact & Assessment</u> In line with department assessment policy. Frequent verbal feedback and formative assessment throughout each task. Written feedback on individual class and homework tasks in assessment bar on each page. Whole class feedback sheets to inform self and peer assessment. Summative pupil and peer evaluation in books. Summative teacher grade to be recorded in sketchbooks. Progress throughout this brief should be clear on an individual basis for each pupil. Pupil percentage given in line with school data and reporting system.</p>	<p><u>PEOPLE AND PLACES- IDENTITY</u></p> <p><u>Content & Knowledge</u> Study the work of Naomi Vona/ explore collage skills using magazines to upcycle/ 3D making skills pulling together knowledge of Naomi Vona and the figure to produce a 3d figure. For Implementation see detailed SoW document</p> <p><u>Impact & Assessment</u> In line with department assessment policy. Frequent verbal feedback and formative assessment throughout each task. Written feedback on individual class and homework tasks in assessment bar on each page. Whole class feedback sheets to inform self and peer assessment. Summative pupil and peer evaluation in books. Summative teacher grade to be recorded in sketchbooks. Progress throughout this brief should be clear on an individual basis for each pupil. Pupil percentage given in line with school data and reporting system. Progress from the first and second term of work should be clear on an individual basis for each pupil.</p>
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TEN	<p><u>NATURAL FORMS GCSE COURSEWORK PORTFOLIO</u></p> <p><u>Content & Knowledge</u> Introduction to GCSE working methods/exam board requirements and assessment objectives/page background production/layouts and page design/titles and lettering skills/Students choose own theme within natural forms to develop in more depth/ Students explore a wide range of media and start to develop their own ideas based on artists that appeal to them.</p> <p>For Implementation see detailed SoW document</p> <p><u>Impact & Assessment</u></p> <p>This project should be of a high enough standard to be used as part of their GCSE portfolio. Frequent verbal feedback and AFL as project progresses. Regular teacher/student reviews of work so far with detailed verbal feedback and written list of tasks and steps to improve on performance. Feedback sheets with current marks are issued at the end of the project and time is given to allow students to make appropriate changes to improve marks where necessary. Summative teacher grade to be recorded in sketchbooks for the whole project.</p>	<p><u>CONTINUATION/COMPLETION OF NATURAL FORMS PORTFOLIO PROJECT:</u></p> <p><u>Content & Knowledge</u> Students are becoming increasingly more independent and starting to plan a final outcome. They will produce a final outcome by Easter based on their theme and showcasing the skills and knowledge that has led them to this point.</p> <p>For Implementation see detailed SoW document</p> <p><u>Impact & Assessment</u></p> <p>This project should be of a high enough standard to be used as part of their GCSE portfolio. Frequent verbal feedback and AFL as project progresses. Regular teacher/student reviews of work so far with detailed verbal feedback and written list of tasks and steps to improve on performance. Feedback sheets with current marks are issued at the end of the project and time is given to allow students to make appropriate changes to improve marks where necessary. Summative teacher grade to be recorded in sketchbooks for the whole project.</p>	<p><u>PORTRAITURE GCSE COURSEWORK PORTFOLIO PROJECT:</u></p> <p><u>Content & Knowledge</u> Facial proportion knowledge/ facial features drawing experiments/ exploration of acrylic painting skills to mix skin tone/ exploration of printmaking skills/ importance of photography to inform artwork and make work personal.</p> <p>For Implementation see detailed SoW document</p> <p><u>Impact & Assessment</u></p> <p>This project which rolls into year 11 should be of a high enough standard to be used as part of their GCSE portfolio. Frequent verbal feedback and AFL as project progresses. Regular teacher/student reviews of work so far with detailed verbal feedback and written list of tasks and steps to improve on performance. Feedback sheets with current marks are issued at the end of the project and time is given to allow students to make appropriate changes to improve marks where necessary. Summative teacher grade to be recorded in sketchbooks for the whole project.</p>
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ELEVEN	<p><u>PORTRAITURE / MOCK EXAM</u></p> <p><u>Content & Knowledge</u> Continuation of sketchbook work. Mock exam paper issued in first lesson. Students select their path from three options and are expected to work more independently but with guidance. 2 day mock exam to produce completed outcome for portraiture. After mock exam days completion of any unfinished pages or work throughout the portraiture project.</p> <p>For Implementation see detailed SoW document</p> <p><u>Impact & Assessment</u> This project should be of a high enough standard to be used as part of their GCSE portfolio. Frequent verbal feedback and AFL as project progresses. Regular teacher/student reviews of work so far with detailed verbal feedback and written list of tasks and steps to improve on performance. Feedback sheets with current marks are issued at the end of the project and time is given to allow students to make appropriate changes to improve marks where necessary. Summative teacher grade to be recorded in sketchbooks for the whole project.</p>	<p><u>FINAL EXAM</u></p> <p><u>Content & Knowledge</u> Paper given out after 2nd January. (staff cannot see the paper before this date under new specification) Pupils are expected to work independently on this, with limited teacher input on an individual level. Exam, followed by small amount of time for coursework mop up and completion. (The exam date is set internally annually, and will generally be in late April, but can vary from year to year)</p> <p>For Implementation see detailed SoW document</p> <p><u>Impact & Assessment</u> In line with exam board requirements</p>	<p><u>MODERATION</u></p> <p>In line with exam board specifications. Date set by exam board.</p> <p>Lessons will continue from the start of the last term until pupils leave. However, as marks have to be issued in line with regulations and reported to the exam board before 31st May, and students will also be in other external exams, there may only be a small number of lessons available for them to work on coursework or revise for other subjects. Exam work cannot be touched after the end of the exam period.</p>
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TWELVE	<p><u>Experimental workshop MODULE- STRUCTURES AND ARCHITECTURE.</u></p> <p><u>Content & Knowledge</u> Working to a common theme- structures and architecture. Introduction to A level working methods and exam board requirements, assessment objectives etc. Revisit sketchbook skills/Printmaking skills including gelli plate printing, mono printing, safeprint, lino printing. Revisit drawing skills/shading/photography/visual resource gathering, critical practical response to the work of artists Mixed media skills with a wide variety of art media including collage, quink, acrylic painting etc.</p> <p>For Implementation see detailed SoW document</p> <p><u>Impact & Assessment</u> This part of the course is designed to allow students to 'loosen' up and feel confident enough to be experimental and push their own boundaries. Frequent verbal feedback and AFL as project progresses. Regular teacher/student reviews of work so far with detailed verbal feedback and written list of tasks and steps to improve on performance. Targets at rear of sketchbook in line school policy, but at points deemed appropriate by individual staff as project progresses within that timeframe. Summative teacher grade/ predicted grades to be recorded on Arbor for the whole project at AP1.</p>	<p><u>INDIVIDUAL PORTFOLIO BRIEF:</u></p> <p><u>Content & Knowledge</u> Selection of coursework theme. Each student selects a topic or area of interest that they wish to pursue in artistic depth. This is in negotiation with staff. Begin production of sketchbooks and study sheets. Revisiting various sketchbook skills from all years of prior learning. Development will include: brainstorming, research, photography, annotation, drawing and all other 2D practical skills, critical practical response to the work of artists, 3D development of ideas where appropriate.</p> <p>For Implementation see detailed SoW document</p> <p><u>Impact & Assessment</u> All art work completed project should be of a high enough standard to be used as part of their A level portfolio. Frequent verbal feedback and AFL as project progresses. Regular teacher/student reviews of work so far with detailed verbal feedback and written list of tasks and steps to improve on performance. Marks with targets at rear of sketchbook in line with half termly school policy, but at point deemed appropriate by individual staff as project progresses within that timeframe. Summative teacher grade to be recorded in sketchbooks for the whole project.</p>	<p><u>INDIVIDUAL PORTFOLIO BRIEF:</u></p> <p><u>Content & Knowledge</u> Students continue to develop their chosen themes in ways relevant to them. Staff support them on an individual basis and facilitate the use of a variety of techniques and materials according to the needs of the students and their ideas.</p> <p>Essay/ Written Component Research and formal writing skills to produce 1000 - 4000 word essay embedded in the content of their coursework and supporting the practical element.- Discussions about the topic of their essay will start this term, and be more formally taught in year 13.</p> <p>For Implementation see detailed SoW document</p> <p><u>Impact & Assessment</u> All art work completed project should be of a high enough standard to be used as part of their A level portfolio. Frequent verbal feedback and AFL as project progresses. Regular teacher/student reviews of work so far with detailed verbal feedback and written list of tasks and steps to improve on performance. Marks with targets at rear of sketchbook in line with half termly school policy, but at point deemed appropriate by individual staff as project progresses within that timeframe. Summative teacher grade to be recorded in sketchbooks for the whole project.</p>

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THIRTEEN	<p><u>INDIVIDUAL PORTFOLIO BRIEF- completion and final pieces:</u></p> <p><u>Content & Knowledge</u> Continuation of the production of coursework to individually selected themes. Practical skills will revisit most if not all of those learned in previous A level and GCSE studies. Preparatory work for their mock exam will be well under way and ideas will become clearer and more refined. A 3 Day mock will take place before Christmas which will allow students to create an ambitious final outcome/s for the portfolio. Completion of outcomes will be carried out during the three day/15 hour mock examination. Dates set internally but are usually at the start of December.</p> <p>For Implementation see detailed SoW document</p> <p><u>Impact & Assessment</u></p> <p>The mock exam work becomes part of their actual portfolio and is marked in line with the exam board policy. Students are given thorough verbal and written feedback and have a short window to finish and improve any outstanding work before it is marked officially in May.</p>	<p><u>EXAMINATION</u></p> <p><u>Content & Knowledge</u> Exam paper issued in February. Students select a theme from the exam paper that appeals most to them. Pupils are expected to work independently on this, with limited teacher input on an individual level. Skills revisited as previously taught throughout all examination studies at both GCSE and A level.</p> <p>For Implementation see detailed SoW document</p> <p><u>Impact & Assessment</u> In line with exam board requirements</p>	<p><u>EXHIBITION for MODERATION</u></p> <p><u>Content & Knowledge</u> Completion & mounting of coursework. Skills as before with the addition of mounting and display techniques.</p> <p>For Implementation see detailed SoW document</p> <p><u>Impact & Assessment</u> In line with exam board requirements- Work is marked internally and also external moderators will mark the work when they visit the exhibition.</p>