

| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| Introductory Module 1 Drawing Skills | Introductory Module 2 Colour Theory | Project 1 Impressionism, post impressionism drawing and mark making. | | Project 2 The Deli | |
| <p>Skills:</p> <ul style="list-style-type: none"> ▪ Study Skills: Analysis and annotation. Research. Understanding success criteria and how to meet target grades. ▪ Observational drawing skills, back to basics, looking at: Line Shape – Including 2D to 3D and ellipses. Tone – Including how graded pencils work. Form Symmetry Proportion, scale and measuring. Positive and negative space. Composition. ▪ Mark making – Using mark making for tone or texture. ▪ Critical and contextual studies - looking at the work of relevant artists. | <p>Skills:</p> <ul style="list-style-type: none"> ▪ Study Skills: Analysis and annotation. Research. Understanding success criteria and how to meet target grades. ▪ Colour theory including: Primary, secondary and tertiary colours. Complimentary and harmonious colours. Tints and shades. ▪ Colour mixing. ▪ Paint application techniques. ▪ Critical and contextual studies. <p>Assessment pieces: AP2: Second assessment drawing.</p> <p>SMSC/British Values: Spiritual: Reflect and learn from reflection.</p> | <p>Skills:</p> <ul style="list-style-type: none"> ▪ Study Skills: Analysis and annotation. Research. Understanding success criteria and how to meet target grades. ▪ How light and colour influenced impressionists work. ▪ Mark making techniques. ▪ Exploring materials and techniques including: Oil pastel Coloured pencil Paint Chalk and charcoal. ▪ Observational drawing skills. ▪ Using photography as a tool to inform own idea development. ▪ Understanding and applying specific painting styles and influences from artists. <p>Understanding and responding to Assessment Objectives: Develop Ideas and Awareness Refine work and explore materials, tools and techniques. Record Ideas and Observations Present a personal response relating to project</p> | <p>Skills:</p> <ul style="list-style-type: none"> ▪ Study Skills: Analysis and annotation. Research. Understanding success criteria and how to meet target grades. ▪ Observational drawing – Exploring form , colour and 3D design. ▪ Exploring sculptural techniques including paper mache and clay. ▪ Developing ideas and selecting appropriate materials. ▪ Understanding and applying influences from artists. ▪ Making, reflecting and refining ideas. <p>Understanding and responding to Assessment Objectives: Develop Ideas and Awareness Refine work and explore materials, tools and techniques. Record Ideas and Observations Present a personal response relating to project</p> <p>Assessment pieces: AP5: Initial studies. AP6: Design Ideas.</p> <p>SMSC/British Values: Spiritual: Reflect and learn from reflection. Moral: Look after schools' equipment. Social: Group discussion and peer assessment. Cultural: Contextual analysis and History of Art.</p> | | |

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| <p>Assessment pieces: AP1: Assessment drawing from a still life arrangement.</p> <p>SMSC/British Values: Spiritual: Reflect and learn from reflection. Moral: Look after schools' equipment. Social: Group discussion and peer assessment. Cultural: Contextual analysis and History of Art.</p> | <p>Moral: Look after schools' equipment. Social: Group discussion and peer assessment. Cultural: Contextual analysis and History of Art.</p> | <p>Assessment pieces: AP3: Van Gogh portrait study. AP4: Oil pastel study.</p> <p>SMSC/British Values: Spiritual: Reflect and learn from reflection. Moral: Look after schools' equipment. Social: Group discussion and peer assessment. Cultural: Contextual analysis and History of Art.</p> | |
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Enrichment/Extra Curriculum:
Art enrichment club (Invitation only)

**Art at Cox Green 2016-2017
Curriculum Plan**

**Key Stage 3
Year 8**

| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|--|--------|--------|---|--|--------|
| Project 1 Gaudi Towers | | | Drawing module – Reflection and Refraction. | Project 2 Still Life Painting | |
| <p>Skills:</p> <ul style="list-style-type: none"> ▪ Study Skills: <p>Analysis and annotation. Independent research and analysis. Presentation.</p> <ul style="list-style-type: none"> ▪ Historical art influences in architecture and science. ▪ Understanding design concepts. ▪ Clay building techniques and processes. ▪ Firing and glazing. ▪ 3D drawing and design annotation. ▪ Developing, designing and making personal outcomes, relevant to intentions and showing clear influences from contextual sources. <p>Understanding and responding to Assessment Objectives: Develop Ideas and Awareness Refine work and explore materials, tools and techniques. Record Ideas and Observations Present a personal response relating to project</p> <p>Assessment: AP1: Summer canvas. AP2: Print outcomes.</p> <p>SMSC/British Values: <i>Spiritual: Reflect and learn from reflection. Exploring, creativity and imagination.</i> <i>Moral: Look after schools' equipment.</i> <i>Social: Group discussion and peer assessment</i> <i>Cultural: Critical and contextual research. Influences in art and culture.</i></p> | | | <p>Skills:</p> <ul style="list-style-type: none"> ▪ Study Skills: <p>Analysis and annotation. Research. Presentation. Critical and contextual studies.</p> <ul style="list-style-type: none"> ▪ The formal elements. ▪ Observational drawing skills: <p>Revisiting, Line, shape and tone.. Proportion, scale and symmetry. Using graded pencils. Learning how to draw reflections. Refraction.</p> <ul style="list-style-type: none"> ▪ Composition and framing. ▪ Exploring media. <p>Understanding and responding to Assessment Objectives: Develop Ideas and Awareness Refine work and explore materials, tools and techniques. Record Ideas and Observations Present a personal response relating to project</p> <p>SMSC/British Values: <i>Spiritual: Reflect and learn from reflection.</i> <i>Moral: Look after schools' equipment.</i> <i>Social: group discussion</i> <i>Cultural: Critical and contextual research.</i></p> | <p>Skills:</p> <ul style="list-style-type: none"> ▪ Study Skills: <p>Critical and contextual studies research. Evaluating. Reflect and refine. Presentation. Analyse and critique.</p> <p>Developing Knowledge, understanding of:</p> <ul style="list-style-type: none"> ▪ Exploring a theme. ▪ Developing and recording ideas relevant to intentions and making connections. ▪ Application of fundamental drawing and painting skills. ▪ Use of subject terminology. ▪ Audience and aesthetics. <p>Understanding and responding to Assessment Objectives: Develop Ideas and Awareness Refine work and explore materials, tools and techniques. Record Ideas and Observations Present a personal response relating to project</p> <p>SMSC/British Values: <i>Spiritual: Reflect and learn from reflection.</i> <i>Moral: Look after schools' equipment.</i> <i>Social: group discussion</i> <i>Cultural: Critical and contextual research.</i></p> | |
| <p>Enrichment/Extra Curriculum: Art enrichment club (Invitation only) G and T club.</p> | | | | | |

