



Achievement Cycle Overview

Curriculum: Art and Design

**Excellence.
No Excuses.**

Year	AC1	AC2	AC3	AC4
7	<p>Topic Overview: Everyone can draw – Drawing project</p> <p>By the end of the unit pupils will have learned:</p> <ul style="list-style-type: none"> How to draw simple shapes How to break down shapes to create drawings Each visual element and how to fits into the subject Development of vocabulary, descriptive responses and opinion. How to create tone to add depth How to use observation (80/20 rule) to be more accurate. Drawing with tools other than a pencil and how that changes the work. <p>NC links</p> <ul style="list-style-type: none"> ✓ to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas ✓ 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 	<p>Topic Overview: Introduction to colour theory and pattern – brief led outcome</p> <p>By the end of the unit pupils will have learned:</p> <ul style="list-style-type: none"> Each visual element and how to fits into the subject How to mix colours How to apply watercolour and acrylic How to apply pencil crayon in a proficient way How to create a pattern How to use a design square How to identify areas of strength and set targets for improvement <p>NC links</p> <ul style="list-style-type: none"> ✓ to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work ✓ 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 ✓ about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day 	<p>Topic Overview: texture and mark making project – cultural</p> <p>By the end of the unit pupils will have learned:</p> <ul style="list-style-type: none"> The use of pattern in a&d The use of texture on a&d The use of mark making in a&d How to use those three elements to create a successful outcome that has depth. About different cultures. Art by black artists and BAME artists. Using their own identify in their art work To analyse different art work, using vocabulary to develop opinion. <p>NC links:</p> <ul style="list-style-type: none"> ✓ 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. 	<p>Topic Overview: Tim Burton/Alice in Wonderland</p> <p>Draw to tell a story – links to English and Drama</p> <p>By the end of the unit pupils will have learned:</p> <ul style="list-style-type: none"> How to develop their drawing skills to show their own identity. To break down shapes in a proficient way creating illusions. To add paper cutting in a proficient way To express opinions and develop their vocabulary to develop deeper meaning to their opinion. About different artists who draw to tell a story. Thinking about different styles and linking with English and drama. <p>NC links:</p> <ul style="list-style-type: none"> ✓ to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work ✓ 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 paper cutting and fine liner to add fine details to their work.



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8	<p>Topic Overview: Steam punk bugs and butterflies By the end of the unit pupils will have learned: Development of vocabulary, descriptive responses and opinion. Links to numeracy with measuring and thinking about space and shape. How to produce a successful observational drawing of bugs using the formal elements. To develop a range of drawing techniques To study and investigate the work of contemporary artists Lucy Arnold and Christopher Marley and use their work as inspiration for their own. How to use both print and collage successfully to produce a final composition that has used the artists as its inspiration, looking particularly at his use of pattern. An understanding of the importance of presentation</p> <p>NC links:</p> <ul style="list-style-type: none"> ✓ to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work ✓ 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 ✓ about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day 	<p>Topic Overview: Distorted portraits By the end of the unit pupils will have learned: To make creative decisions about their own art work How to create developed and detailed pattern How to accurately and carefully trace final designs How to develop final design ideas How to apply colour in a proficient way How to create detailed drawings in a proficient way How to gain control with materials To look at artists who create portraits in an alternative way. Linking in BAME and black artists.</p> <p>NC links:</p> <ul style="list-style-type: none"> ✓ to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work ✓ 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 ✓ about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day 	<p>Topic Overview: Topic Overview: Mexican day of the dead – cultural project By the end of the unit pupils will have learned: About the cultural celebration day of the dead and the symbols and imagery which go with it How to make decisions about their own art work and learn from their mistakes How to develop their opinions using in depth vocabulary How to bring together a design How to draw decorative designs How to build using card board and clay How to use wire in a proficient way How to select linked colours and imagery to create their own designs How to select relevant colour creating materials and apply in a sophisticated way.</p> <p>NC links</p> <ul style="list-style-type: none"> ✓ to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work ✓ 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 ✓ about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day 	<p>Topic Overview: Jim Dine By the end of the unit pupils will have learned: How to use charcoal and chalk in a proficient way How to Mono print and identify the areas for improvement How to Polyblock print in a proficient way How to use clay to build a sculpture thinking about ceramic techniques How to think about mixed media work in a creative way How to draw in proportion What printmaking is and how we use it to layer, add depth and as an alternative to drawing. Links to traditional printing Links to cultural art.</p> <p>NC links:</p> <ul style="list-style-type: none"> ✓ to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work ✓ 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 ✓ about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day



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<p>9</p>	<p>Topic Overview: Jon Burgerman – Illustration and animation. Draw for the sake of drawing</p> <p>By the end of the unit pupils will have learned: Development of vocabulary, descriptive responses and opinion.</p> <p>How to make reasoned judgements.</p> <p>To improve annotation skills</p> <p>To improve compositional skills</p> <p>To learn printing skills</p> <p>Improve literacy skills</p> <p>Improve drawing skills</p> <p>Gain an understanding of Visual elements of drawing and apply these skills to the work.</p> <p>To loosen up drawing skills</p> <p>To learn how to draw from imagination and experience.</p> <p>To learn expressive drawing skills</p> <p>Explore the possibilities of materials</p> <p>Development of illustrative drawing techniques</p> <p>Development of animation skills including using cameras and drawing tablets (if available)</p> <p>Stop motion animation</p> <p>NC links:</p> <ul style="list-style-type: none"> ✓ to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work ✓ 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 ✓ about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day 	<p>Topic Overview: Snowboards – Graphic design, brief led</p> <p>By the end of the unit pupils will have learned:</p> <p>How to research existing products and realise a gap in the market</p> <p>Work through the design process incorporating a chosen theme</p> <p>Produce designs related to the theme.</p> <p>Look closely into typography and design a typo to fit the theme chosen.</p> <p>Explore and experiment with the use of collage, paint and drawing.</p> <p>Work to a set brief for a client, with a time limit.</p> <p>How to set out a GCSE project from start to finish</p> <p>Manage their time effectively.</p> <p>To Consider shape and space</p> <p>To apply colour in a sophisticated and developed way</p> <p>To apply layers and details</p> <p>To connect to an artists work and use them as inspiration</p> <p>To develop their opinions on the work of others using select vocabulary.</p> <p>NC links</p> <ul style="list-style-type: none"> ✓ to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work ✓ 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 ✓ about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day 	<p>Topic Overview: alternative art techniques. Linked to careers – SFX (Special effects) distorted portraits, illusions,</p> <p>By the end of the unit pupils will have learned:</p> <p>To develop knowledge of colour mixing and application using acrylic paint.</p> <p>Consider composition, colour theory and detail</p> <p>To discover alternative art careers and how to materials fit into future careers</p> <p>To develop their opinion and use sophisticated language</p> <p>To develop their skills using 3D materials such as mod roc</p> <p>To cast and build</p> <p>To problem solve</p> <p>To identify different skin tones and learn how to mix colours to create skin.</p> <p>To work to a set brief</p> <p>To work on clay</p> <p>NC links</p> <ul style="list-style-type: none"> ✓ to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work ✓ 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 ✓ about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day 	<p>Topic overview: GCSE style project – Identity theme</p> <p>By the end of the unit pupils will have learned</p> <p>How to access a theme and research the possibilities</p> <p>Create a successful mood board and ideas page</p> <p>Research artists related to the theme</p> <p>Take some initial photographs which link to the theme</p> <p>Create some drawings from the photographs</p> <p>Explore skills and techniques</p> <p>Select materials which suit their needs</p> <p>Develop ideas linking to artists and development</p> <p>Create a final outcome which realises their intentions</p> <p>Links to GCSE Art, Craft and Design - AO1/2/3/4</p> <p>NC links</p> <ul style="list-style-type: none"> ✓ to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work ✓ 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 ✓ about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day



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10	<p>Topic Overview:</p> <p>Centre set theme e.g. 'Individuals and their Environment', 'Natural, Rural and Organic Forms', 'Personal Objects and Belonging.'</p> <p>Recording ideas:</p> <ul style="list-style-type: none"> Title page Mind map and mood-board A range of drawings (observational and expressive) Photography <p>NC links: Record observations using a range of techniques</p> <p>GCSE Links: AO3 Record ideas, observations and insights relevant to intentions as work progresses.</p>	<p>Topic Overview:</p> <p>Explore and develop ideas through Artist research:</p> <ul style="list-style-type: none"> A minimum of 3 Artist research pages 1 or 2 responses per Artist Evaluation of response(s) with links to theme and use of specialist Art vocabulary (the formal elements.) Written Artist comparison Skills explored in AC2 Photography Painting Print-making <p>NC links: Use a range of techniques and learn about great Artists. Analyse and evaluate own work and the work of others.</p> <p>GCSE Links: AO1 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>	<p>Topic Overview:</p> <p>Produce work inspired by development of ideas:</p> <ul style="list-style-type: none"> Artist choice depending on strength of student (drawing, painting, printmaking, textiles, 3D, paper cutting, collage etc.) A minimum of 1 Artist Development Review (review of project and drawing of combined response plan). Contextual links to external influences (e.g. climate change, political, human rights, current news articles etc.) Combined response (combining 2 Artists previously studied to create personal and meaningful response.) <p>NC links: Produce creative work with great proficiency in handling the chosen materials.</p> <p>GCSE Links: AO1, AO2</p>	<p>Topic Overview:</p> <p>Produce work inspired by development of ideas:</p> <ul style="list-style-type: none"> Design one planning page (journey so far, contextual links, images and sketch) Design one with written evaluation Design two planning page Mock exam TBC-Design two (5 hours) Design two evaluation <p>TRIP to visit galleries/exhibition/gain inspiration TBC (supports AO1 and AO3)</p> <p>NC links: Explore ideas and produce creative work</p> <p>GCSE Links: AO1, AO2, AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>



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<p>11</p>	<p>Topic Overview: Review of AO1-3</p> <ul style="list-style-type: none"> Improvements and refinement to portfolios (refinement, greater contextual links, development Artist, pushing for a Grade 8-9-Design idea 3) Final piece(s) planning page (written reflection, images, contextual links and Artists links, sketched plan) Final piece(s) Final piece(s) written evaluation <p>NC links: Explore idea and produce creative work</p> <p>GCSE Links: AO1, AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes, AO4</p>	<p>Topic Overview:</p> <p>Coursework refinement / Begin Exam (paper released 2nd Jan)</p> <ul style="list-style-type: none"> How to improve coursework to achieve target grade. Areas of strength. Personal area of focus within broader exam theme (set by OCR) Selection of relevant media to refine. Ability to make personal / creative connections & observations (mind maps, drawing and artist responses) Explore and develop ideas through Artist research: A minimum of 3 Artist research pages 1 or 2 responses per Artist Evaluation of response(s) with links to theme and use of specialist Art vocabulary. <p>NC links: Record observations using a range of techniques. Use a range of techniques and learn about great Artists. Analyse and evaluate own work and the work of others.</p> <p>GCSE Links: AO2, AO3, AO1</p>	<p>Topic Overview:</p> <p>Development and Exam</p> <ul style="list-style-type: none"> Drawing and purposeful sampling to plan, experiment and refine throughout. Design ideas and final piece plan Examination procedures and rules. How to plan effectively for exam – i.e. step by step, organization of materials / resources. Ability to select and develop most successful ideas into final outcome(s) Organization. Mastery of chosen specialist areas. Exam (10 hours) to create a personal and meaningful response which realises intentions <p>NC links: Explore idea and produce creative work with great proficiency in handling the chosen materials.</p> <p>GCSE Links: AO1, AO2, AO3, AO4</p>	<p>Topic Overview:</p> <p>All work moderated and submitted</p> <p>GCSE and A Level Art exhibition</p>