



# Medium Term Planning – AC2

Curriculum: Art and Design

**Excellence.  
No Excuses.**

Year	Topic Detail and Sequence	Pre-requisite Knowledge	Key Vocabulary	Demonstrable Skills
7	<p>Topic Overview: Introduction to colour theory and pattern</p> <p>During this project students will:</p> <ul style="list-style-type: none"> <li>Biscuit colour theory lesson – intro to colour mixing and colour theory</li> </ul> <p>Introduction to colour theory Intro to primary, secondary and tertiary colours. Colour mixing lesson using acrylic. Think about mixing secondary colours from primary and then tertiary (third) colours. Intro to colour application. Brush strokes, working in the same direction. Which parts of the brush we use to apply.</p> <ul style="list-style-type: none"> <li>Intro to watercolour</li> <li>Intro to pattern</li> <li>Design brief – design square</li> <li>Students to spend x3 lessons creating a observational drawing that they will then turn into a design square. The design square will form the pattern</li> <li>Observational drawing skills to create the pattern from design square,</li> <li>Colour mixing and application skills to come into practice from the start of the project. Students to add colour onto their pattern using watercolour</li> <li>Artists introduced throughout. Students to develop vocab and knowledge and be able to give basic opinions.</li> </ul>	<p>From the last project students will have learned how to break down basic shapes, identify shapes and draw them to build up a drawing. They will have developed a basic level of vocabulary and will be using it to develop their opinions. They will be strengthening their feedback that they give to themselves as well as their peers. Students need to use this knowledge to start to build on it when thinking about colour theory and detail. Students will be able to use the skills they have developed thinking about simple shapes and add to their patterns.</p>	<ul style="list-style-type: none"> <li>Line</li> <li>Shape</li> <li>Form</li> <li>Tone</li> <li>Texture</li> <li>Pattern</li> <li>Colour</li> <li>Composition</li> <li>Evaluate</li> <li>Acrylic</li> <li>Successful</li> <li>Detail</li> <li>Visual</li> <li>Interesting</li> <li>Design square</li> <li>Symmetry</li> <li>Repeat</li> <li>Flip</li> <li>Rotate</li> <li>Trace</li> </ul>	<p>NC links</p> <ul style="list-style-type: none"> <li>✓ to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>✓ to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>✓ to use a range of techniques and media, including painting</li> <li>✓ to increase their proficiency in the handling of different materials</li> </ul> <p>By the end of the unit pupils will have learned:</p> <ul style="list-style-type: none"> <li>How to mix colours</li> <li>How to apply watercolour and acrylic</li> <li>How to apply pencil crayon in a proficient way</li> <li>How patterns are created and developed.</li> <li>Drawing to create a pattern.</li> <li>Development of vocabulary, descriptive responses and opinion.</li> </ul>



# Medium Term Planning – AC2

## Curriculum: Art and Design

**Excellence.  
No Excuses.**

Year	Topic Detail and Sequence	Pre-requisite Knowledge	Key Vocabulary	Demonstrable Skills
8	<p>Topic Overview: Distorted portraits Wes Naman Francis Bacon Edvard Munch Picasso David Hockney Nicos Gyftakis</p> <p>During this project students will:</p> <ul style="list-style-type: none"> <li>• Introduction to Portraiture project.</li> </ul> <p>Students explore the facial composition theory and to compare and contrast what they have learnt from the beginning.</p> <ul style="list-style-type: none"> <li>• Students have an understanding of the facial composition theory.</li> <li>• Students to explore the work of Wes Naman and begin to think about how their work can link</li> <li>• Lesson on photo manipulation. Could be an ICT lesson with filters and photo manipulation by hand.</li> <li>• Students to be introduced to the work of Nico Gyftakis. Lines and patterns introduced into the portraits.</li> <li>• X3 lessons creating final piece from their own photo manipulation, traced into their sketchbook and then patterns added</li> <li>• Students to be using select vocab throughout</li> <li>• Students to be developing their opinions and be able to analyse their own work and the work of their peers.</li> </ul>	<p>From project one students will have developed their drawing skills, able to draw in proportion and add detail. From year 7 and project 1 students will now be able to make some creative decisions and creative risk take.</p> <p>Students will be developing their vocab and will use this in their feedback and analysis of artists.</p>	<ul style="list-style-type: none"> <li>• Line</li> <li>• Shape</li> <li>• Form</li> <li>• Tone</li> <li>• Texture</li> <li>• Pattern</li> <li>• Colour</li> <li>• Composition (visual/formal elements)</li> <li>• Distorted</li> <li>• Portrait</li> <li>• Detail</li> <li>• Measure</li> <li>• Layering</li> <li>• Tints</li> <li>• Shades</li> <li>• Success</li> <li>• Visually interesting</li> <li>• Proportion</li> </ul>	<p>NC links</p> <ul style="list-style-type: none"> <li>✓ to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> </ul> <p>By the end of the unit pupils will have learned: Development of vocabulary, descriptive responses and opinion. 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>



# Medium Term Planning – AC2

## Curriculum: Art and Design

**Excellence.  
No Excuses.**

Year	Topic Detail and Sequence	Pre-requisite Knowledge	Key Vocabulary	Demonstrable Skills
9	<p>Topic Overview: Snowboards – graphic design project</p> <p>During this project students will</p> <ul style="list-style-type: none"> <li>• Explore the design process of a Snowboard, looking into mood boards, typography and existing products</li> <li>• Design their own snowboard with use of typography and translate design onto a snow board</li> <li>• Apply different materials successfully to create their snowboard final piece.</li> <li>• Consider layering</li> <li>• Develop skills with stencils</li> <li>• Develop painting skills</li> <li>• Develop Typography skills.</li> <li>• Research the current market designs</li> <li>• Create a project that is structured in the same way as a GCSE project</li> <li>• Use sophisticated language to discuss artists and the work of the peers.</li> </ul>	<p>Students will be able to work to a set brief and will have started to develop an understanding of careers within the art and design sector. Students will have developed their vocab in order to give detailed opinions which show two sides to an argument. Students will have knowledge of drawing, colour theory, colour application, 3D techniques, sculpture, printmaking and photography. Students will also have an idea of how to structure an art project.</p> <p>Students will work in a much more independent way.</p>	<ul style="list-style-type: none"> <li>• Line</li> <li>• Shape</li> <li>• Form</li> <li>• Tone</li> <li>• Texture</li> <li>• Pattern</li> <li>• Colour</li> <li>• Composition (visual/formal elements)</li> <li>• Special effects</li> <li>• Polymorph</li> <li>• Scar wax</li> <li>• Depth</li> <li>• Detail</li> <li>• Layers</li> <li>• Mixing</li> <li>• Realism</li> <li>• Successful</li> </ul>	<p>NC links</p> <ul style="list-style-type: none"> <li>✓ to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>✓ to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>✓ to use a range of techniques and media, including painting</li> <li>✓ to increase their proficiency in the handling of different materials</li> <li>✓ about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day</li> </ul> <p>By the end of the unit pupils will have learned:</p> <p>Development of vocabulary, descriptive responses and opinion.</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>



# Medium Term Planning – AC2

## Curriculum: Art and Design

**Excellence.  
No Excuses.**

Year	Topic Detail and Sequence	Pre-requisite Knowledge	Key Vocabulary	Demonstrable Skills
10	<p><b>Topic Overview: AO1, AO2</b></p> <p><b>Explore and develop ideas through Artist research:</b></p> <ol style="list-style-type: none"> <li>A minimum of 3 Artist research pages (guided by the teacher) which explore photography, painting and printmaking.</li> <li>1 or 2 responses per Artist</li> <li>Evaluation of response(s) with links to theme and use of specialist Art vocabulary (the formal elements.)</li> <li>Written Artist comparison</li> </ol> <p><b>Skills explored in AC2</b></p> <ol style="list-style-type: none"> <li>Photography</li> <li>Painting</li> <li>Print-making</li> </ol>	<ul style="list-style-type: none"> <li>How to research an Artist (Title, information, own opinion, response, evaluation and presentation.)</li> <li>Ability to analyse an Artist's work and show understanding through a written and practical response.</li> </ul>	<ul style="list-style-type: none"> <li>Line</li> <li>Shape</li> <li>Form</li> <li>Tone</li> <li>Texture</li> <li>Pattern</li> <li>Colour</li> <li>Composition</li> <li>Analyse: Examine methodically and in detail, typically in order to interpret.</li> <li>Annotation-note added to drawing, image or text for explanation or comment.</li> <li>Compare-identify the main factors relating to two or more items/situations, and explain the similarities and differences and in some cases say which is best and why.</li> </ul>	<p><b>AO1</b> Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p><b>AO2</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Students should be able to;</p> <ul style="list-style-type: none"> <li>Develop their ideas through research</li> <li>Analyse and compare Artists through both written and visual language.</li> <li>Create practical response to Artists which show understanding and knowledge of their work.</li> <li>Evaluate own work and the work of others.</li> </ul>
11	<p>Topic Overview: <b>Refinement and Exam</b></p> <p><b>Coursework refinement</b></p> <ol style="list-style-type: none"> <li>How to improve coursework to achieve target grade and refinement from student.</li> </ol> <p><b>Begin Exam (paper released 2<sup>nd</sup> Jan)</b></p> <ul style="list-style-type: none"> <li>Areas of strength to be discussed as well as personal area of focus within broader exam theme agreed by student and classroom teacher (set by OCR)</li> </ul> <p><b>Recording ideas:</b></p> <ol style="list-style-type: none"> <li>Title page of chosen theme/sub-theme</li> <li>Mind map and mood-board exploring chosen theme</li> <li>A range of drawings (observational and expressive) this could include pen and ink, stitch drawing, mixed media, biro, colour study using watercolour paint, oil pastels, pencil crayons. This is not limited and should work to the students' strengths. A minimum of 3 final drawings are required. (1 x observational pencil or pen drawing)</li> <li>Photography A minimum of 5 photographs which explore chosen theme. Presented with reflective annotation.</li> </ol> <p><b>Explore and develop ideas through Artist research:</b></p> <ol style="list-style-type: none"> <li>A minimum of 3 Artist research pages guided and supported by teacher</li> <li>1 response for each Artist (<i>*aiming for an 8 or 9 work towards 2 response.</i>)</li> <li>Evaluation of response(s) with links to theme and use of specialist Art vocabulary.</li> </ol>	<ul style="list-style-type: none"> <li>Understand and know how to refine work</li> <li>Knowledge of how to start a new project (mind map, mood board)</li> <li>Confidence in presenting work (professional and efficient.)</li> <li>Sound drawing ability using at least 2 media to record ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Line</li> <li>Shape</li> <li>Form</li> <li>Tone</li> <li>Texture</li> <li>Pattern</li> <li>Colour</li> <li>Composition</li> <li>Refine-improve initial work taking into account feedback and aims.</li> <li>Apply-put skills/knowledge/understanding into action in a particular context.</li> <li>Background-The part of a composition that appears to be furthest away from the viewer.</li> <li>Foreground-The part of a composition that appears to be closest to the viewer.</li> <li>Medium-The material used to create a piece of art or design, e.g. pencil, watercolour or ceramic. Media is the plural.</li> <li>Style-A distinctive type of interpretation in art or design. For example the Cubist style can be identified by fragmented, geometric appearance and use of multiple viewpoints.</li> <li>Subject matter-The topic or objects chosen for representation in an expressive artwork. In portraiture, the person represented is referred to as the 'subject' or 'sitter'.</li> <li>Technique-The method used to create something, e.g. cross-hatching is a technique used to create tone in a drawing.</li> <li>Viewpoint-The place or position from which the artwork was created. Examples include eye level, from an elevated position and bird's eye view.</li> </ul>	<p><b>AO2</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p><b>AO3</b> Record ideas, observations and insights relevant to intentions as work progresses.</p> <p><b>AO1</b> Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>Students should be able to;</p> <ul style="list-style-type: none"> <li>Explain the refinements that need to be made to improve their portfolio.</li> <li>Undertake these refinements to improve their work.</li> <li>Research a chosen theme and record their ideas through             <ol style="list-style-type: none"> <li>Drawing</li> <li>First-hand imagery</li> <li>Second-hand imagery</li> <li>Annotation (referencing the formal elements.)</li> </ol> </li> <li>Develop their ideas through research</li> <li>Analyse and compare Artists through both written and visual language.</li> <li>Create practical response to Artists which show understanding and knowledge of their work.</li> <li>Evaluate own work and the work of others.</li> </ul>