

## YEAR 7 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	Pupil Outcomes	Resources	<b>Cross Curricular links</b> <b>Personal Development Links</b> <b>Careers Related Learning Links</b>
<b>Autumn – Spring 1</b>	<p>Introduction to Art  <b>Concept – Culture and Community</b></p> <p>Accurate drawing and application of Tone</p> <p>How to apply colour theory knowledge, when do we use it in our work</p> <p>Composition of a design</p> <p>Printing process</p>	<ul style="list-style-type: none"> <li>I can demonstrate a variety of markmaking techniques and 5 tones in pencil.</li> <li>I understand different colour relationships: primary, secondary, harmonious, complementary, cold/ warm.</li> <li>I can use colour theory within print outcomes.</li> <li>I can attempt a two colour layer print</li> <li>I will use basic clay techniques applied to the tile.</li> <li>I can demonstrate controlled gradient blending of tone and textural markmaking.</li> <li>Conscious colour and composition choices in their print.</li> <li>Good control of printing materials, a clear print with balanced use of colour.</li> <li>Mark Making techniques, detail and relief applied to clay work.</li> </ul>	<ul style="list-style-type: none"> <li>Observational Drawing</li> <li>Colour Theory</li> <li>Creating a design</li> <li>Printmaking</li> <li>Clay techniques</li> <li>Demo book</li> </ul>	<p><b>English</b> – Written End of topic Evaluation extended literacy skills</p> <p><b>RE</b> – Culture and Identity</p> <p><b>PSHE</b> – Identity topic ‘This is me’ Collage Prejudice and discrimination</p> <p><b>Citizenship</b> – Community</p> <p><b>Tech</b> – Introduction to Design</p> <p><b>Cookery</b> – Celebration of traditions through food</p> <p><b>Maths</b> – 3D shapes</p> <p><b>ICT</b> – Design</p>
<b>Spring 2 - Summer 2</b>	<p>Concept – Oceans and Sealife</p> <p>Artist studies of Yellena James, and watercolour techniques.</p> <p>Create a personal response using prior techniques, and textiles.</p> <p>Outcome working onto fabric, incorporating stitch.</p>	<ul style="list-style-type: none"> <li>I can present facts and your personal opinion about the work. Presentation is considered.</li> <li>I can apply some watercolour techniques are used e.g washes, blending, showing some control.</li> <li>I will have a basic understanding of stitching in a straight line. Stitches are more even.</li> <li>I can consider how my work is creatively presented. Careful visual analysis/ copy of the artists work.</li> <li>I can apply watercolour techniques are used e.g washes,</li> </ul>	<ul style="list-style-type: none"> <li>Disciplinary knowledge- Yellena James.</li> <li>Watercolours</li> <li>Working on fabric</li> <li>Personal response</li> <li>Hand embroidery</li> <li>To be able to analyse and be inspired by an artists work</li> <li>Hand embroidery and watercolour techniques</li> </ul>	<p><b>English</b> – Written End of topic Evaluation extended literacy skills</p> <p><b>RE</b> – Culture and Identity</p> <p><b>PSHE</b> – Identity topic ‘This is me’ Collage Prejudice and discrimination</p> <p><b>Citizenship</b> – Community</p> <p><b>Tech</b> – Introduction to Design</p>

blending, showing good control.

- I will be confident enough to try different stitch patterns and can control the width and direction of each stitch.

**Cookery** – Celebration of traditions through food

**Maths** – 3D shapes

**ICT** – Design

## YEAR 8 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	Pupil Outcomes	Resources	<b>Cross Curricular Links</b> <b>Personal Development Links</b> <b>Careers Related Learning Links</b>
<b>Autumn 1 – Spring 1</b>	<p><b>Food</b></p> <p>Wayne Thiebald, observational drawing of biscuits and sweets, building on key skills.</p> <p>Look at Thiebald and recreate in mixed media</p> <p>Use the grid method to create a response to artists considering colour and markmaking.</p> <p>Noel badges Pugh- inks mixed media</p>	<ul style="list-style-type: none"> <li>● Use a variety of mark making techniques and different tonal shading.</li> <li>● Your personal opinion about the artist's work and starting to analyse the work. Presentation is considered. Underline,title, date, attack words. Work Proud.</li> <li>● Starting to make my own decisions about work. Can see a link between the students' work and the artist's work.</li> <li>● Using tonal and textural shading to describe form (3D).Proportion is good.</li> <li>● Work is creatively presented. Careful visual analysis of the artist's work with art terminology being used. Work is creatively presented. The space is used well and annotations included.</li> <li>● A clear connection between student work and the artist's work. Confidence to experiment with different techniques. Excellent control over chosen materials with careful thought and consideration.</li> </ul>	<ul style="list-style-type: none"> <li>● Accurately draw an item of food to make it 3D using correct terminology (disciplinary Literacy)</li> <li>● Printmaking method monoprinting</li> <li>● Observational Drawing skills- how to draw 3D, Drawing techniques.</li> <li>● Disciplinary Knowledge- Wayne Theirbaud, Noel Badges Pugh.</li> <li>● Health and Safety in practical lessons</li> </ul>	<p><b>English – Written End of topic Evaluation extended literacy skills</b></p> <p><b>RE – Culture and Identity</b></p> <p><b>PSHE – Identity topic 'This is me' Collage Prejudice and discrimination</b></p> <p><b>Citizenship – Community</b></p> <p><b>Tech – Introduction to Design</b></p> <p><b>Cookery – Celebration of traditions through food</b></p> <p><b>Maths – 3D shapes</b></p> <p><b>ICT – Design</b></p>

<p><b>Spring 2 - Summer 2</b></p>	<p><b>Brilliant Birds:</b></p> <p>Experiment with different paint techniques: Sponge, palette knife, flat blended colour, wet on wet, scrafitto in watercolour and acrylic paint.</p> <p>Oil Pastel techniques- use blending and markmaking techniques to create a large scale drawing of a bird.</p> <p>Painting of birds landscape using chosen technique explored previously.</p>	<ul style="list-style-type: none"> <li>● Application of oil pastel considers colour theory and relationships e.g tint, tone, hue</li> <li>● Some watercolour techniques are used e.g washes, blending, showing some control.</li> <li>● Some different techniques are used e.g flat colour, blending, stippling showing some control.</li> <li>● Confident and skillful application of oil pastels. Different techniques are used, overall shape shows good proportion.</li> <li>● A variety of watercolour techniques are used confidently e.g washes, blending, showing good control</li> <li>● A variety of techniques are used confidently e.g flat colour, blending, stippling showing good control.</li> </ul>	<ul style="list-style-type: none"> <li>● Colour theory-tints, shades and hues</li> <li>● Markmaking, tone, texture</li> <li>● How to apply oil pastel using different techniques.</li> <li>● How to apply paint using different techniques,</li> <li>● Scaling up of images</li> </ul>	<p><b>English</b> – Written End of topic Evaluation extended literacy skills</p> <p><b>RE</b> – Culture and Identity</p> <p><b>PSHE</b> – Identity topic ‘This is me’ Collage Prejudice and discrimination</p> <p><b>Citizenship</b> – Community</p> <p><b>Tech</b> – Introduction to Design</p> <p><b>Cookery</b> – Celebration of traditions through food</p> <p><b>Maths</b> – 3D shapes</p> <p><b>ICT</b> – Design</p>
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## YEAR 9 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	Pupil Outcomes	Resources	
<p><b>Autumn 1 – Spring 1</b></p>	<p><b><u>Fabulous Faces: Observational Drawing</u></b> Students will learn proportions of the face and create a self portrait drawing using key elements of line, tone and texture.</p> <p><b><u>Fabulous Faces: Elizabeth Catlett &amp; Victoria Vilisanas</u></b> Disciplinary Literacy of the work of Elizabeth Catlett &amp; Victorian Vilisanas</p> <p>Exploring Catlett’s work, creating a modern day personal response to her work through texture and mark making through a variety of media. Working outside of sketchbooks, A3.</p>	<ul style="list-style-type: none"> <li>● Use a variety of mark making and tonal techniques. Some accuracy is achieved in proportions.</li> <li>● A link to Villisanas work and consideration over colour thread</li> <li>● Facts and personal opinion about the artwork. Presentation is considered.</li> <li>● Consideration as to why that person has been picked for the work and some mark making.</li> <li>● Use tonal and textural shading to describe form (3D). Features are the correct size and shape in relationship with everything else and skillfully drawn.</li> <li>● A clear link to Villisanas work and consideration over colour thread and the stitch pattern used. Control over the materials with artistic creativity.</li> <li>● Work is creatively presented. Careful visual analysis of the artist's work. Clear consideration into who you will pick for your portrait and controlled mark making with controlled use of materials</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate Observational Drawing, Tone, Detail, showing ability to use correct pencil pressure.</li> <li>● Identify and demonstrate the correct positioning of the facial features</li> <li>● Understanding process of grid method, able to draw out and show progress on drawing techniques through accuracy of portrait outcome, working lightly, controlling pencil pressure. Observation, Tone, Detail. Hand stitching.</li> <li>● Observational Drawing of Facial Features</li> <li>● Proportions of the face</li> <li>● Grid method portrait</li> <li>● Disciplinary Knowledge and literacy- Elizabeth Catlett &amp; Victorian Vilisanas</li> <li>● Artists study</li> <li>● Creating own portrait in chosen artist</li> </ul>	<p><b>English – Written End of topic Evaluation extended literacy skills</b></p> <p><b>RE – Culture and Identity</b></p> <p><b>PSHE – Identity topic ‘This is me’ Collage Prejudice and discrimination</b></p> <p><b>Citizenship – Community</b></p> <p><b>Tech – Introduction to Design</b></p> <p><b>Cookery – Celebration of traditions through food</b></p> <p><b>Maths – 3D shapes</b></p> <p><b>ICT – Design</b></p>

<p><b>Spring 2 - Summer 2</b></p>	<p><b>Architecture:</b></p> <p>Learn clay and sculpting techniques to create a relief architecture response through personal exploration.</p> <p>Create work inspired by artists, using a variety of media and techniques including chalk/charcoal, pen and wash, printmaking and watercolour.</p> <p>Stephen Wiltshire, Sunga Park, or Ian Murphy artist focus, working towards personal response.</p> <p>Exploring scale, media, analysis.</p>	<ul style="list-style-type: none"> <li>● Some control over manipulating the clay. Basic shape is achieved following the teachers instructions</li> <li>● Your personal opinion about the artist's work and starting to analyse the work. Presentation is considered. Underline, title, date, attack words. Work Proud.</li> <li>● Starting to make my own decisions about work. Can see a link between the students' work and the artist's work.</li> <li>● Great control and confidence over manipulating the clay with a neatly risen and sucken layer.</li> <li>● Work is creatively presented. Careful visual analysis of the artist's work with art terminology being used. Work is creatively presented. The space is used well and annotations included.</li> <li>● A clear connection between student work and the artist's work. Confidence to experiment with different techniques. Excellent control over chosen materials with careful thought and consideration.</li> </ul>	<ul style="list-style-type: none"> <li>● Clay sculpture- techniques and terminology</li> <li>● Knowledge and disciplinary literacy: Sunga Park, Ian Murphy, Stephen Wiltshire</li> <li>● Health and Safety: Clay processes and techniques</li> <li>● Personal Response working on a larger scale</li> <li>● Working from photos and observational. Focus on drawing skills, proportion, markmaking, accuracy, tone and texture.</li> <li>● Artist study, identifying and using artist's methods and techniques.</li> <li>● Personal response</li> </ul>	<p><b>English</b> – Written End of topic Evaluation extended literacy skills</p> <p><b>RE</b> – Culture and Identity</p> <p><b>PSHE</b> – Identity topic 'This is me' Collage Prejudice and discrimination</p> <p><b>Citizenship</b> – Community</p> <p><b>Tech</b> – Introduction to Design</p> <p><b>Cookery</b> – Celebration of traditions through food</p> <p><b>Maths</b> – 3D shapes</p> <p><b>ICT</b> – Design</p>
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## YEAR 10 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	Pupil Outcomes	Resources	Cross Curricular Links
<p><b>Autumn 1 – Spring 1</b></p>	<p><b>Portraiture</b></p> <p>Observational drawing of the face and facial features.</p> <p>Artists study both given and selected, exploring a variety of media and concepts.</p> <p>Developing into a personal link to themselves, looking at their own identity.</p> <p>Clay work is also being produced as a progressional outcome.</p>	<ul style="list-style-type: none"> <li>• Understanding of artists concepts with their intention of their work, can show links to their own work and produce artist studies.</li> <li>• Clearer understanding of artists concepts and can articulate their work and meaning.</li> <li>• Experimental interpretations of artist work, clear links to developmental work.</li> <li>• Annotations clear and in depth, and a clear journey throughout their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Observational drawing of facial features and facial proportions.</li> <li>• Health and safety of clay and process</li> <li>• Disciplinary knowledge-ceramic sculpture artists</li> <li>• Clay 3D portrait techniques and armature</li> <li>• Acrylic use and control</li> <li>• Tonal painting</li> <li>• Observational drawing of facial features and facial proportions using correct pressure and tone.</li> <li>• Health and safety of clay and process</li> <li>• Disciplinary knowledge-ceramic sculpture artists and annotating response to their work</li> <li>• Clay 3D portrait in response to artist</li> <li>• Acrylic use and control working on a large scale</li> <li>• Tonal painting, colour mixing, colour theory (link to KS3 prior knowledge)</li> </ul>	<p><b>English</b> – Written End of topic Evaluation extended literacy skills</p> <p><b>RE</b> – Culture and Identity</p> <p><b>PSHE</b> – Identity topic 'This is me' Collage Prejudice and discrimination</p> <p><b>Citizenship</b> – Community</p> <p><b>Tech</b> – Introduction to Design</p> <p><b>Cookery</b> – Celebration of traditions through food</p> <p><b>Maths</b> – 3D shapes</p> <p><b>ICT</b> – Design</p>

<p><b>Spring 2 - Summer 2</b></p>	<p><b><u>Natural Forms</u></b></p> <p>Observational drawings in a variety of media, pen/pencil/oil pastel/charcoal.</p> <p>Exploring natural forms through monoprinting and developing through to batik.</p>	<ul style="list-style-type: none"> <li>• I can discuss my view in an assertive way</li> <li>• I can be respectful to others when listening to their opinion</li> <li>• I understand the term 'consumer rights' and understand what these rights are</li> <li>• I can distinguish between needs and wants</li> <li>• I understand the term 'fairtrade' and can identify the benefits of this</li> <li>• I understand the environmental impact of products manufactured on a large scale</li> <li>• I understand the balance of positive and negative consequences of environmental impact vs economic impact</li> </ul>	<ul style="list-style-type: none"> <li>• Observational Drawing techniques in a variety of media.</li> <li>• Oil pastels</li> <li>• Printmaking- lino prints, mono printing and Gelli printing</li> <li>• Textile- batik and the heat press option available</li> <li>• Collage</li> <li>• Disciplinary Knowledge- historical and contemporary artists</li> <li>• Observational Drawing techniques in a variety of media and how to refine the work to a higher standard.</li> <li>• Oil pastels- working on a larger scale.</li> <li>• Printmaking- lino prints, mono printing- colour reduction, Gelli printing and refinement</li> <li>• Textile- batik and the heat press- refining outcome and presentation of work, colour selection.</li> <li>• Collage</li> <li>• Disciplinary Knowledge- historical and contemporary artists and creating responses to their work.</li> </ul>	<p><b>English</b> – Written End of topic Evaluation extended literacy skills</p> <p><b>RE</b> – Culture and Identity</p> <p><b>PSHE</b> – Identity topic 'This is me' Collage Prejudice and discrimination</p> <p><b>Citizenship</b> – Community</p> <p><b>Tech</b> – Introduction to Design</p> <p><b>Cookery</b> – Celebration of traditions through food</p> <p><b>Maths</b> – 3D shapes</p> <p><b>ICT</b> – Design</p>
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# YEAR 11 MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	Pupil Outcomes	Resources	Cross Curricular Links
<p><b>Autumn 1 – Spring 1</b></p>	<p><b>Photograoghy</b></p> <p>Experimenting with cyanotypes, getting familiar with digital sketchbook, uploading, saving, folder management etc.</p> <p>Learning parts of the camera. What makes a good photo- compositional skills: Rule of 3rds, Leading lines, framing, Depth of field, Tone, Texture, colour, movement etc</p> <p>Researching/analysing photographers for inspiration to create personal work, using knowledge from key skills.Example starting points: <b>Slinkachu Project, Macro photography</b>, leading into <b>Natural Forms</b></p> <p>In depth <b>Portraiture</b> project looking at a wide range of photographers/ artists for inspiration. Within projects students will be experimenting with physical photo manipulation and digital photo editing.</p>	<ul style="list-style-type: none"> <li>• Understanding of artists concepts with their intention of their work, can show links to their own work and produce artist studies.</li> <li>• Clearer understanding of artists concepts and can articulate their work and meaning.</li> <li>• Experimental interpretations of artist work, clear links to developmental work.</li> <li>• Annotations clear and in depth. Independence in their artistic choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Lightbox – free photoshop</li> <li>• How to experiment with creative photography, to know about different compositional elements in photography e.g.Rule of 3rds, Leading lines, framing, Depth of field, Tone, Texture, colour, movement etc . Know how to create a landscape, macro and portraiture photography and link their personal ideas to artists/ photographers.</li> <li>• How to use a camera. How to save and upload photo's. How to physically manipulate photo's e.g. stitching, collaging, pen work, paint, slicing, weaving etc.</li> <li>• How to digitally edit photographs using Photoshop, photo pea, and photoplus.</li> <li>• Disciplinary Literacy/ knowledge- photography/ artists and annotating response to their work</li> </ul>	<p><b>English – Written End of topic Evaluation extended literacy skills</b></p> <p><b>RE – Culture and Identity</b></p> <p><b>PSHE – Identity topic 'This is me' Collage Prejudice and discrimination</b></p> <p><b>Citizenship – Community</b></p> <p><b>Tech – Introduction to Design</b></p> <p><b>Cookery – Celebration of traditions through food</b></p> <p><b>Maths – 3D shapes</b></p> <p><b>ICT – Design</b></p>

**Spring 2 –  
Summer 1**

**Upcycling, Brands and Logos**  
Sustainable Design, Graphic  
Communication, Product  
Upcycling  
Branding, Typography, Mixed  
Media, Environmental Design,  
Critical Thinking  
Branded, upcycled product (e.g.  
tote bag, t-shirt, packaging,  
accessory). Reusing found fabrics,  
plastics, natural forms

- Understand how logos and branding influence consumer behavior.
- Explore the concept and importance of sustainability and upcycling in design.
- Design and develop a brand identity (logo, colors, typography).
- Apply branding to an upcycled product creatively and practically.
- Evaluate design decisions and reflect on sustainability in consumerism.

- Sketchbooks / A3 paper
- Old clothing / fabric / recyclable materials
- Markers, fabric paints, printing tools
- Access to computers or tablets for logo design (optional)
- Branding design worksheets / templates

**English – Written End of topic  
Evaluation extended literacy skills**

**RE – Culture and Identity**

**PSHE – Identity topic 'This is me'  
Collage  
Prejudice and discrimination**

**Citizenship – Community**

**Tech – Introduction to Design**

**Cookery – Celebration of traditions  
through food**

**Maths – 3D shapes**

**ICT – Design**

**Summer 2**

**Arts Award Submission**

