# YEAR 7 — MEDIUM-TERM OVERVIEW

| Half term / Key question: | Topic | Pupil Outcomes | Resources | Cross Curricular links<br>Personal Development Links<br>Careers Related Learning Links |
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| **Autumn – Spring 1** | Introduction to Art<br>**Concept – Culture and Community**<br><br>Accurate drawing and application of Tone<br><br>How to apply colour theory knowledge, when do we use it in our work<br><br>Composition of a design<br><br>Printing process | • I can demonstrate a variety of markmaking techniques and 5 tones in pencil.<br>• I understand different colour relationships: primary, secondary, harmonious, complementary, cold/ warm.<br>• I can use colour theory within print outcomes.<br>• I can attempt a two colour layer print<br>• I will use basic clay techniques applied to the tile.<br>• I can demonstrate controlled gradient blending of tone and textural markmaking.<br>• Conscious colour and composition choices in their print.<br>• Good control of printing materials, a clear print with balanced use of colour.<br>• Mark Making techniques, detail and relief applied to clay work. | • Observational Drawing<br>• Colour Theory<br>• Creating a design<br>• Printmaking<br>• Clay techniques<br>• Demo book | **English –** Written End of topic Evaluation extended literacy skills<br>**RE** – Culture and Identity<br>**PSHE** – Identity topic 'This is me' Collage<br>Prejudice and discrimination<br>**Citizenship –** Community<br>**Tech –** Introduction to Design<br>**Cookery –** Celebration of traditions through food<br>**Maths –** 3D shapes<br>**ICT** – Design<br><br>Art as a Mirror for Self-Awareness<br>Developing Resilience and Confidence |
| **Spring 2 - Summer 2** | Concept – Oceans and Sealife<br><br>Artist studies of Yellena James, and watercolour techniques.<br><br>Create a personal response using prior techniques, and textiles.<br><br>Outcome working onto fabric, incorporating stitch. | • I can present facts and your personal opinion about the work. Presentation is considered.<br>• I can apply some watercolour techniques are used e.g washes, blending, showing some control.<br>• I will have a basic understanding of stitching in a straight line. Stitches are more even.<br>• I can consider how my work is creatively presented. Careful visual analysis/ copy of the artists work.<br>• I can apply watercolour techniques are used e.g washes, blending, showing good control. | • Disciplinary knowledge- Yellena James.<br>• Watercolours<br>• Working on fabric<br>• Personal response<br>• Hand embroidery<br>• To be able to analyse and be inspired by an artists work<br>• Hand embroidery and watercolour techniques | **English –** Written End of topic Evaluation extended literacy skills<br>**RE** – Culture and Identity<br>**PSHE** – Identity, Prejudice and discrimination<br>**Citizenship –** Community<br>**Tech –** Sketch, Design and materials<br>**Maths –** Scale<br>**ICT** – Design<br>Museum curator or exhibition designer<br>Art historian<br>Heritage site designer / |

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| | | • I will be confident enough to try different stitch patterns and can control the width and direction of each stitch. | | restorer<br>Cultural researcher or educator<br>Documentary artist<br><br>Art as a Mirror for Self-Awareness<br>Developing Resilience and Confidence |

# YEAR 8 — MEDIUM-TERM OVERVIEW

| Half term / Key question: | Topic | Pupil Outcomes | Resources | Cross Curricular Links<br>Personal Development Links<br>Careers Related Learning Links |
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| **Autumn 1 – Spring 1** | **Food**<br><br>Wayne Thiebald, observational drawing of biscuits and sweets, building on key skills.<br><br>Look at Thiebald and recreate in mixed media<br><br>Use the grid method to create a response to artists considering colour and markmaking.<br><br>Noel badges Pugh- inks mixed media | • Use a variety of mark making techniques and different tonal shading.<br><br>• Your personal opinion about the artist's work and starting to analyse the work. Presentation is considered. Underline,title, date, attack words. Work Proud.<br><br>• Starting to make my own decisions about work. Can see a link between the students' work and the artist's work.<br><br>• Using tonal and textural shading to describe form (3D).Proportion is good.<br><br>• 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.<br><br>• 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. | • Accurately draw an item of food to make it 3D using correct terminology (disciplinary Literacy)<br><br>• Printmaking method monoprinting<br><br>• Observational Drawing skills- how to draw 3D, Drawing techniques.<br><br>• Disciplinary Knowledge- Wayne Theirbaud, Noel Badges Pugh.<br><br>• Health and Safety in practical lessons | **English –** Written End of topic Evaluation extended literacy skills<br>**RE** – Culture and Identity<br>**PSHE** – Identity Prejudice and discrimination<br>**Citizenship –** Community<br>**Cookery –** Celebration of traditions through food<br>**Maths –** 3D shapes<br>**ICT** – Design<br>Illustrator or graphic novelist<br>Art critic or journalist<br>Copywriter / advertising creative<br>Curator (writing exhibit texts)<br>Film or theatre set designer (interpretive storytelling)<br><br>Art externalizes your inner world — emotions, thoughts, beliefs |

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| **Spring 2 -**<br>**Summer 2** | **<u>Brilliant Birds:</u>**<br><br>Experiment with different paint techniques: Sponge, pallette knife, flat blended colour, wet on wet, scrafitto in watercolour and acrylic paint.<br><br>Oil Pastel techniques- use blending and markmaking techniques to create a large scale drawing of a bird.<br><br>Painting of birds landscape using chosen technique explored previously. | • Application of oil pastel considers colour theory and relationships e.g tint, tone, hue<br><br>• Some watercolour techniques are used e.g washes, blending, showing some control.<br><br>• Some different techniques are used e.g flat colour, blending, stippling showing some control.<br><br>• Confident and skillful application of oil pastels. Different techniques are used, overall shape shows good proportion.<br><br>• A variety of watercolour techniques are used confidently e.g washes, blending, showing good control<br>• A variety of techniques are used confidently e.g flat colour, blending, stippling showing good control. | • Colour theory-tints, shades and hues<br><br>• Markmaking, tone, texture<br><br>• How to apply oil pastel using different techniques.<br><br>• How to apply paint using different techniques,<br><br>• Scaling up of images | **English –** Written End of topic Evaluation extended literacy skills<br>**RE** – Culture and Identity<br>**PSHE** – Identity Prejudice and discrimination<br>**Citizenship –** Community<br>**Tech –** Introduction to Design<br>**Maths –** 3D shapes<br>**ICT** – Design<br>Explore Different Mediums<br>Scientific or medical illustrator<br>Conservation scientist / art restorer<br>Materials engineer (e.g. pigments, textures)<br>Animator (using physics and anatomy)<br>Environmental artist or sustainable designer |

# YEAR 9 — MEDIUM-TERM OVERVIEW

| Half term / Key question: | Topic | Pupil Outcomes | Resources | |
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| **Autumn 1 – Spring 1** | **<u>Fabulous Faces: Observational Drawing</u>**<br>Students will learn proportions of the face and create a self portrait drawing using key elements of line, tone and texture.<br><br>**<u>Fabulous Faces: Elizabeth Catlett & Victoria Vilisanas</u>**<br>Disciplinary Literacy of the work of Elizabeth Catlett & Victorian Vilisanas<br><br>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. | • Use a variety of mark making and tonal techniques. Some accuracy is achieved in proportions.<br><br>• A link to Villisanas work and consideration over colour thread<br><br>• Facts and personal opinion about the artwork. Presentation is considered.<br><br>• Consideration as to why that person has been picked for the work and some mark making.<br><br>• Use tonal and textural shading to describe form (3D). Features are the correct size and shape in relationship with everything else and skillfully drawn.<br><br>• A clear link to Villisanas work and consideration over colour thread and the stitch pattern used. Control over the materials with artistic creativity.<br><br>• 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 | • Demonstrate Observational Drawing, Tone, Detail, showing ability to use correct pencil pressure.<br><br>• Identify and demonstrate the correct positioning of the facial features<br><br>• 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.<br><br>• Observational Drawing of Facial Features<br><br>• Proportions of the face<br><br>• Grid method portrait<br><br>• Disciplinary Knowledge and literacy- Elizabeth Catlett & Victorian Vilisanas<br><br>• Artists study<br><br>• Creating own portrait in chosen artist | **English –** Written End of topic Evaluation extended literacy skills<br>**RE** – Culture and Identity<br>**PSHE** – Identity topic 'This is me' Collage<br>Prejudice and discrimination<br>**Citizenship –** Community<br>**Tech –** Creative Movements<br>**Maths –** Scale and Proportions<br><br>Creative process involves experimentation, mistakes and problem-solving<br>Interpreting characters.<br><br>Motion graphics designer<br><br>Digital animator<br><br>Game environment artist<br><br>AR/VR content developer |

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| **Spring 2 -**<br>**Summer 2** | **Architecture:**<br><br>Learn clay and sculpting techniques to create a relief architecture response through personal exploration.<br><br>Create work inspired by artists, using a variety of media and techniques including chalk/charcoal, pen and wash, printmaking and watercolour.<br><br>Stephen Wiltshire, Sunga Park, or Ian Murphy artist focus, working towards personal response.<br>Exploring scale, media, analysis. | • Some control over manipulating the clay. Basic shape is achieved following the teachers instructions<br><br>• Your personal opinion about the artist's work and starting to analyse the work. Presentation is considered. Underline, title, date, attack words. Work Proud.<br><br>• Starting to make my own decisions about work. Can see a link between the students' work and the artist's work.<br><br>• Great control and confidence over manipulating the clay with a neatly risen and sucken layer.<br><br>• 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.<br><br>• 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. | • Clay sculpture- techniques and terminology<br>• Knowledge and disciplinary literacy: Sunga Park, Ian Murphy, Stephen Wiltshire<br>• Health and Safety: Clay processes and techniques<br>• Personal Response working on a larger scale<br>• Working from photos and observational. Focus on drawing skills, proportion, markmaking, accuracy, tone and texture.<br>• Artist study, identifying and using artist's methods and techniques.<br>• Personal response | **English –** Written End of topic Evaluation extended literacy skills<br>**RE** – Culture and Identity<br>**PSHE** – Identity<br>**Citizenship –** Community<br>**Tech –** Design Movements<br>**Maths –** 3D shapes<br>**ICT** – Design<br>**Understanding that** a new art form unlocks hidden aspects of you<br>Architect or interior designer<br>Industrial/product designer<br>Game designer (3D modelling and spatial reasoning)<br>Pattern designer (textiles, wallpapers, etc.)<br>Technician |

# YEAR 10 — MEDIUM-TERM OVERVIEW

| Half term / Key question: | Topic | Pupil Outcomes | Resources | Cross Curricular Links |
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| **Autumn 1 – Spring 1** | **<u>Portraiture</u>**<br><br>Observational drawing of the face and facial features.<br><br>Artists study both given and selected, exploring a variety of media and concepts.<br><br>Developing into a personal link to themselves, looking at their own identity.<br><br>Clay work is also being produced as a progressional outcome. | • Understanding of artists concepts with their intention of their work, can show links to their own work and produce artist studies.<br><br>• Clearer understanding of artists concepts and can articulate their work and meaning.<br><br>• Experimental interpretations of artist work, clear links to developmental work.<br><br>• Annotations clear and in depth, and a clear journey throughout their work. | • Observational drawing of facial features and facial proportions.<br>• Health and safety of clay and process<br>• Disciplinary knowledge- ceramic sculpture artists<br>• Clay 3D portrait techniques and armature<br>• Acrylic use and control<br>• Tonal painting<br><br>• Observational drawing of facial features and facial proportions using correct pressure and tone.<br>• Health and safety of clay and process<br>• Disciplinary knowledge- ceramic sculpture artists and annotating response to their work<br>• Clay 3D portrait in response to artist<br>• Acrylic use and control working on a large scale<br>• Tonal painting, colour mixing, colour theory (link to KS3 prior knowledge) | **English –** Written End of topic Evaluation extended literacy skills<br>**PSHE** – Identity topic 'This is me' Collage Prejudice and discrimination<br>**Citizenship –** Community<br>**Tech –** Design<br>**Maths –** 3D shapes<br>**ICT** – Design<br>Using creative work to express values or contribute to social change<br>Art therapist<br>Community artist or youth arts worker<br>Arts and wellbeing coordinator<br>Charity campaign designer (visual messaging)<br>Social entrepreneur (creative community projects) |

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| **Spring 2 -**<br>**Summer 2** | **<u>Natural Forms</u>**<br>Observational drawings in a variety of media, pen/pencil/oil pastel/ charcoal.<br><br>Exploring natural forms through monoprining and developing through to batik. | • I can discuss my view in an assertive way<br>• I can be respectful to others when listening to their opinion<br>• I understand the term 'consumer rights' and understand what these rights are<br>• I can distinguish between needs and wants<br>• I understand the term 'fairtrade' and can identify the benefits of this<br>• I understand the environmental impact of products manufactured on a large scale<br>• I understand the balance of positive and negative consequences of environmental impact vs economic impact | • Observational Drawing techniques in a variety of media.<br>• Oil pastels<br>• Printmaking- lino prints, mono printing and Gelli printing<br>• Textile- batik and the heat press option available<br>• Collage<br>• Disciplinary Knowledge- historical and contemporary artists<br>• Observational Drawing techniques in a variety of media and how to refine the work to a higher standard.<br>• Oil pastels- working on a larger scale.<br>• Printmaking- lino prints, mono printing- colour reduction, Gelli printing and refinement<br>• Textile- batik and the heat press- refining outcome and presentation of work, colour selection.<br>• Collage<br>• Disciplinary Knowledge- historical and contemporary artists and creating responses to their work. | **English –** Written End of topic Evaluation extended literacy skills<br>**RE** – Culture and Identity<br>**PSHE** – Identity<br>Prejudice and discrimination<br>**Citizenship –** Community<br>**Tech –** Introduction to Design<br>**Cookery –** Celebration of traditions through food<br>**Maths –** 3D shapes<br>**ICT** – Design<br>Viewing or making art that portrays struggle or joy enhances compassion<br>Scientific or medical illustrator<br>Conservation scientist / art restorer<br>Materials engineer (e.g. pigments, textures)<br>Animator (using physics and anatomy)<br>Environmental artist or sustainable designer |

# YEAR 11 MEDIUM-TERM OVERVIEW

| Half term / Key question: | Topic | Pupil Outcomes | Resources | Cross Curricular Links |
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| **Autumn 1 – Spring 1** | **Photograoghy**<br><br>Experimenting with cyanotypes, getting familiar with digital sketchbook, uploading, saving, folder management etc.<br><br>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<br><br>Researching/analysing photographers for inspiration to create personal work, using knowledge from key skills.Example starting points: **Slinkachu Project**, **Macro photography**, leading into **Natural Forms**<br><br>In depth **Portraiture** 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. | • Understanding of artists concepts with their intention of their work, can show links to their own work and produce artist studies.<br><br>• Clearer understanding of artists concepts and can articulate their work and meaning.<br><br>• Experimental interpretations of artist work, clear links to developmental work.<br><br>• Annotations clear and in depth. Independence in their artistic choices. | • Lightbox – free photoshop<br>• 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.<br>• 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.<br>• How to digitally edit photographs using Photoshop, photo pea, and photoplus.<br>• Disciplinary Literacy/ knowledge- photography/ artists and annotating response to their work | **English –** Written End of topic Evaluation extended literacy skills<br>**PSHE** – Identity Prejudice and discrimination<br>**Citizenship –** Community<br>**Tech –** Introduction to Design<br>**Maths –** Scale<br>**ICT** – Design<br><br>Express moods or conflicts that words can't capture.<br>Photographer<br>Cinematographer<br>Advertising art director<br>Film production designer |

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| **Spring 2 – Summer 1** | **Upcycling, Brands and Logos**<br>Sustainable Design, Graphic Communication, Product Upcycling<br>Branding, Typography, Mixed Media, Environmental Design, Critical Thinking<br>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.<br>• Explore the concept and importance of sustainability and upcycling in design.<br>• Design and develop a brand identity (logo, colors, typography).<br>• Apply branding to an upcycled product creatively and practically.<br>• Evaluate design decisions and reflect on sustainability in consumerism. | • Sketchbooks / A3 paper<br>• Old clothing / fabric / recyclable materials<br>• Markers, fabric paints, printing tools<br>• Access to computers or tablets for logo design (optional)<br>• Branding design worksheets / templates | **English –** Written End of topic Evaluation extended literacy skills<br>**RE** – Culture and Identity<br>**PSHE** – Identity Prejudice and discrimination<br>**Citizenship –** Community<br>**Tech –** Design Showcasing your work publicly, even if imperfect<br>Eco-artist or environmental activist<br>Sustainable fashion or product designer<br>Landscape or public installation artist |
| **Summer 2** | **Arts Award Submission** | | | |