

St Edmund Campion Catholic School 5 Year Curriculum Summary: Art

Draft

KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Baseline Assessment					
Journey Project	Illuminated Celtic Letter	Mehndi Hand	Native American Totem Poles	Egyptian Embossing	Aboriginal Symbols	Graffiti Lettering
Core Knowledge:	<p>How illuminated letters were used to adorn manuscripts including The Book of Kells.</p> <p>How Celtic symbols and iconography have been used within art and literature.</p> <p>Knowledge of key drawing, compositional, colour and painting techniques that investigate the Art formal elements of: line, tone, shape, composition, colour, space and depth.</p>	<p>The history and traditions of Mehndi.</p> <p>What are Mehndi motifs and patterns and their symbolic meanings.</p> <p>How to use nature to inspire artwork.</p> <p>Knowledge of key drawing, compositional, colour and shading techniques that investigate the Art formal elements of: line, pattern, tone, shape, composition, colour, balance, detail and space.</p>	<p>The history and traditions of Native American Totem Poles.</p> <p>Explore Native American Art, symbols, iconography and associated meanings.</p> <p>How traditional artwork can be misappropriated.</p> <p>Knowledge of key drawing, compositional, colour and shading techniques that investigate the Art formal elements of: line, pattern, tone, shape, composition, colour, space, form, balance and depth.</p>	<p>Historical traditions of Egyptian art and culture including the use of hieroglyphics, cartouches, stone carving, amulets and ornamental decoration.</p> <p>Investigate Egyptian Art, symbols, iconography and associated meanings.</p> <p>Knowledge of key drawing, compositional, colour and shading techniques that investigate the Art formal elements of: line, pattern, tone, shape, composition, colour, space and depth.</p>	<p>The traditions of rock, x-ray and dot painting within Aboriginal artforms.</p> <p>Understand more about the traditions of Dream Time stories.</p> <p>How nature, animals and spiritual beliefs can be used to create artwork.</p> <p>Knowledge of key drawing, compositional, colour and painting techniques that investigate the Art formal elements of: line, tone, shape, composition, texture, colour and space.</p>	<p>The history of Graffiti art and its origins.</p> <p>Understand how Graffiti/Street artists use their experiences and identity to inform their ideas.</p> <p>Knowledge of key drawing, compositional, colour and shading techniques that investigate the Art formal elements of: line, tone, shape, composition, colour, space and depth.</p>
Core Skills:	<p>Draw basic shapes.</p> <p>Create a balanced composition.</p> <p>Add decorative accents and detail.</p> <p>Blend with oil pastels and varying tonal values.</p> <p>Mix and blend watercolour paint to create secondary colours, tertiary colours, tints and shades.</p> <p>Use harmonious and complementary colours.</p>	<p>Mark-make and use linear drawing methods.</p> <p>Create a balanced composition.</p> <p>Cut-in and using repetition for balance.</p> <p>Create space and detail.</p> <p>Vary tonal values.</p> <p>Use mixed media: coffee, pencil, pencil crayon, fine line pen.</p>	<p>Draw an enlarged totem pole face.</p> <p>Use symmetry to create balance.</p> <p>Create space and detail.</p> <p>Stylize animal features and using borders and line for decorative accents and detail.</p> <p>Blend with oil pastels and vary tonal values.</p> <p>Use harmonious and complementary colours for balance and contrast.</p>	<p>Emboss on foil to create a relief design.</p> <p>Develop a compositional montage of imagery; exploring the scale, position and placement of overlapping imagery.</p> <p>Explore light and dark shading contrasts by working with pencil crayon on a dark card background.</p> <p>Create space and detail.</p> <p>Vary tonal values.</p>	<p>Use symbols to create a story.</p> <p>Draw symbol outlines that may take the form of animals and natural forms.</p> <p>Explore viewpoints e.g. aerial or birds eye viewpoints</p> <p>Make marks and paint with different tools e.g. twigs, cotton buds, brushes</p> <p>Make marks that vary in scale and style.</p> <p>Vary tonal values with paint.</p>	<p>Draw a nameplate using a graffiti font.</p> <p>Draw a background to explore personal identity and experiences.</p> <p>Apply bold and vibrant colour using pencil crayon and fine line pens.</p> <p>Vary tonal values.</p>

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Title of Assessment/ Quiz.	Baseline Assessment: Bird drawings Illuminated Celtic Letter A4 Design Deliberate and retrieval practice tasks also in Do Now Booklet	Mehndi inspired Hand A4 Design Deliberate and retrieval practice tasks also in Do Now Booklet	Totem Pole Inspired A4 Design Deliberate and retrieval practice tasks also in Do Now Booklet	Egyptian inspired A4 montage Deliberate and retrieval practice tasks also in Do Now Booklet	Aboriginal inspired A4 Dot Painting Deliberate and retrieval practice tasks also in Do Now Booklet	A4 Graffiti Nameplate Deliberate and retrieval practice tasks also in Do Now Booklet
Title of the Quality of Written Communication Task (QWC)	Native American Inspired Fashion QWC. A comparison of traditional fashion design and contemporary interpretations of Native American garments.					
Resources:	Knowledge Organiser Do Now Task Booklet Printed visual resources PPT Pencils, cartridge paper, rulers, erasers, watercolour paints, oil pastels, water pots, paintbrushes, tester paper, paper towels	Knowledge Organiser Do Now Task Booklet Printed visual resources PPT Pencils, cartridge paper, rulers, erasers, pencil crayons, black fine line pens, coffee, water pots, paintbrushes, tester paper, paper towels	Knowledge Organiser Do Now Task Booklet Printed visual resources PPT Pencils, cartridge paper, rulers, erasers, oil pastels, tester paper, paper towels	Knowledge Organiser Do Now Task Booklet Printed visual resources PPT Pencils, black card/paper, rulers, erasers, pencil crayons, tester paper, foil sheets, newspaper, biro pens, scissors	Knowledge Organiser Do Now Task Booklet Printed visual resources PPT Pencils, cartridge paper, rulers, erasers, watercolour paints, chalk, scissors, ready mixed poster paint, water pots, paintbrushes, tester paper, paper towels, paint palettes	Knowledge Organiser Do Now Task Booklet Printed visual resources PPT Pencils, cartridge paper, rulers, erasers, pencil crayons, fine line pens
Home Learning	Three Termly Extended Projects that connect with and build upon work completed in class. Each project will consist of 5 menus or task lists to choose from with different challenges including thematic and artist research, drawing and 3D design. Gold, Silver and Bronze levels.					
Remote Learning	Birds Project Booklet 9 tasks Exploring drawing techniques and artistic representations of birds from different cultures.					

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Year 8	Baseline Assessment					
	Insects Project		Rainforest Project		Pinata Project	
Core Knowledge:	<p>Understand what entomology is and investigate the anatomical structure of different insects.</p> <p>How artists such as Rosalind Monks and Lucy Arnold use insects to inspire their artwork.</p> <p>Knowledge of key drawing, compositional, colour, shading, painting and clay techniques that investigate the Art formal elements of: line, tone, shape, composition, colour, space, texture, detail, depth and form.</p>		<p>Investigate rainforest habitats, animals, flora and fauna.</p> <p>Understand how artists use environmental concerns and different locations to inform their practice.</p> <p>Knowledge of key drawing, compositional, colour, shading and painting techniques that investigate the Art formal elements of: line, tone, shape, composition, colour, texture, space, detail and depth.</p>		<p>Understand more about Mexican Art and cultural traditions.</p> <p>Understand how Pinatas are made and what they are used for.</p> <p>Knowledge of key 3D papier-mâché construction and decoration techniques that investigate the Art formal elements of: shape, form, construction, colour, structure, surface, texture and detail.</p>	
Core Skills:	<p>Use symmetry, proportion and scale accurately.</p> <p>Develop a compositional montage of insect imagery; exploring the scale, position and placement of overlapping insect drawings from different viewpoints e.g. side, birds-eye view, worms-eye view, close-up, etc.</p> <p>Apply tonal shading to render a realistic interpretation of each insect study.</p> <p>Use a viewfinder to select an area from the completed montage drawing, which will be developed into a clay relief tile.</p> <p>Build a clay insect tile, in relief. Understand how to score and use slip to adhere clay. Use different tools to make marks and to mould the clay tile.</p> <p>Apply poster paint, mixing different tonal values and colours. Build upon prior colour theory knowledge.</p>		<p>Explore Zentangle pattern and mark-making techniques.</p> <p>Draw different rainforest animals, plants and flowers inspired by artists who depict animals in their work.</p> <p>Experiment with surface print-making and painting using found materials, watercolour and poster paints to print with different colours and textures onto paper.</p> <p>Practise drawing with scissors inspired by Matisse. Draw/cut out tropical plants and flower silhouettes on the pre-prepared surfaces to create an interesting rainforest themed backdrop.</p> <p>Also experiment with more controlled painted flowers and plants using tonal blending techniques.</p> <p>Add Zentangle patterns to rainforest animal drawings, record different marks and patterns with black fine line pen.</p> <p>Compose a rainforest scene by selecting and arranging the drawn animals and painted plants and flowers.</p>		<p>Draw a 2D pinata design and plan the order of construction.</p> <p>Apply layers of paper-mâché to a round, long or alternative shaped balloon to form a solid base.</p> <p>Use cardboard, card, paper, tubs, tubes, cups and other recycled materials along with masking tape to build and construct a pinata base structure and 3D form.</p> <p>Apply papier-mâché to the base structure and allow to dry.</p> <p>Apply a basecoat of white paint and allow to dry.</p> <p>Experiment with ways of decorating the surface of the pinata structure using tissue paper e.g. strips of tassels, scrunched up paper, torn layers, etc.</p>	

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Title of Assessment Quiz.	Baseline Assessment: Individual insect Drawing A4 Insect Montage Insect Clay Relief Tile Deliberate and retrieval practice tasks also in Do Now Booklet	A3 or A2 Rainforest Scene Deliberate and retrieval practice tasks also in Do Now Booklet	3D Pinata Deliberate and retrieval practice tasks also in Do Now Booklet
Title of the QWC:	Damien Hirst Art Critic Debate QWC Task A debate about Damien Hirst's Butterfly paintings.		
Resources:	Knowledge Organiser and Do Now Task Booklet Printed visual resources PPT Pencils, cartridge paper, rulers, erasers, card to make viewfinders, air-dry clay, clay tools, hessian, boards, ready mixed poster paint, water pots, paintbrushes, tester paper, paper towels, paint palettes	Knowledge Organiser and Do Now Task Booklet Printed visual resources PPT Pencils, cartridge paper, rulers, erasers, watercolour paint, ready mixed poster paint, sponges, sponge rollers, found materials, fine line pens, scissors, glue sticks, water pots, paintbrushes, tester paper, paper towels, paint palettes	Knowledge Organiser and Do Now Task Booklet Printed visual resources PPT Pencils, cartridge paper, rulers, erasers, large paper/card, cardboard, paper cups, paper plates, paper tubes, masking tape, newspaper, PVA glue, glue pots, glue spatulas, tissue paper, scissors, fine line pens, soft sweets e.g. marshmallows, Haribo to fill the pinatas, paint palettes
Home Learning	Three Termly Extended Projects that connect with and build upon work completed in class. Each project will consist of 5 menus or task lists to choose from with different challenges including thematic and artist research, drawing and 3D design. Gold, Silver and Bronze levels.		
Remote Learning:	Insects Project Booklet 9 tasks Exploring insect drawing techniques.		

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Year 9	Baseline Assessment			Children's Book Illustration Project		
	Perspective Project					
Core Knowledge:	<p>Understand how perspective is used by artists, illustrators, engineers, architects, interior designers and by professionals in other creative industries. Understand the importance of art and design within these industries.</p> <p>Understand how perspective is used to create the illusion of depth and distance on a 2D surface.</p> <p>Knowledge of key technical drawing, compositional, colour, shading and painting techniques that investigate the Art formal elements of: line, tone, shape, proportion, scale, composition, colour, space, texture, detail, depth structure and form.</p>			<p>To understand how to create a children's book with illustrations for an infant or toddler.</p> <p>Develop a plot, story, theme, positive message and learning focus for the book.</p> <p>Create characters and consider the setting and location for the book.</p> <p>Understand phases of book sequencing, composition and illustration and review each stage as it progresses.</p> <p>Understand the role of an illustrator and other careers where skills can be used.</p> <p>Analyse and compare the work of book illustrators and source inspiration from visual examples of different illustrative work.</p> <p>Knowledge of key technical drawing, compositional, colour, shading, printing and painting techniques that investigate the Art formal elements of: line, tone, shape, proportion, scale, composition, colour, space, texture, detail, depth, narrative and concept development.</p>		
Core Skills:	<p>Single-point perspective techniques.</p> <p>Two-point perspective techniques.</p> <p>Drawing shapes and letters using perspective techniques.</p> <p>Designing a perspective lettering response that applies perspective techniques to letterforms and other objects using one or multiple vanishing points.</p> <p>Create a concept by selecting a theme that is personal and relevant. Drawing imagery that matches the theme. Exploring compositional ideas for the background design. Themes might include: identity, hobbies, music, lyrics, film, social events, societal issues, political and historical events, sport, friends, family, etc.</p>			<p>Book making techniques:</p> <ul style="list-style-type: none"> - pop up, flaps, sliding features - sensory sections - tactile and textural qualities - printing and surface experimentation - painting - pencil and crayon shading <p>Plan a story plot, sequence and timeline that has a positive message or is a learning aid for an infant or toddler.</p> <p>Draw basic shapes and outlines for characters and other objects that will be included within the book illustrations.</p> <p>Draw, print or paint corresponding backgrounds.</p> <p>Explore ways to display text through captions, speech bubbles and other formats.</p> <p>Experiment with surface and colour through printing, painting and colour or tonal shading.</p>		

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Title of Assessment Quiz.	<p>Baseline Assessment: Car Drawing</p> <p>A2 or A3 Perspective Lettering Design</p> <p>Deliberate and retrieval practice tasks also in Do Now Booklet</p>	<p>An A6, A5 or A4 illustrated book that is a sensory and learning aid for infants or toddlers.</p> <p>Deliberate and retrieval practice tasks also in Do Now Booklet</p>
Title of the Quality of Written Communication Task (QWC)	<p>A comparison of two portraits of Barack Obama from his first electoral campaign including work by artist Shepard Fairey and other political artwork that uses text and image together.</p>	
Resources:	<p>Knowledge Organiser and Do Now Task Booklet</p> <p>Printed visual resources</p> <p>PPT</p> <p>Pencils, A4, A3 and A2 cartridge paper, rulers, metre sticks, erasers, sharpeners, pencil crayons, watercolour paint, poster paint, water pots, paint brushes, sponges, rollers, masking tape, graph paper, scissors, card, glue sticks, fine line pens, tester paper, paper towels, paint palettes</p>	<p>Knowledge Organiser and Do Now Task Booklet</p> <p>Printed visual resources</p> <p>PPT</p> <p>Pencils, cartridge paper, rulers, erasers, sharpeners, pencil crayons, watercolour paint, poster paint, water pots, paint brushes, sponges, rollers, masking tape, scissors, card, glue sticks, fine line pens, string, tester paper, paper towels, printing materials, sensory materials, stencils, paint palettes</p>
Home Learning	<p>Three Termly Extended Projects that connect with and build upon work completed in class.</p> <p>Each project will consist of 5 menus or task lists to choose from with different challenges including thematic and artist research, drawing and 3D design.</p> <p>Gold, Silver and Bronze levels.</p>	
Remote Learning:	<p>Buildings Project Booklet</p> <p>9 tasks</p> <p>Exploring technical drawing and building drawing techniques.</p>	

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KS4 GSCE AQA Art & Design: Fine Art 8202/C Component One

Year 10 Portraiture Project	Autumn	Spring	Summer
Core Knowledge:	<ul style="list-style-type: none"> • What a portrait consists of. • Different types and styles of portraiture. • What processes and techniques portrait artists use to create their work. • How to interpret and write a review about a piece of portraiture artwork from a personal standpoint. • How to draw a portrait using different techniques. • How to develop a portrait and apply colour and tone using different materials and processes. • Explore other influences such as culture, faith, beliefs, identity, personal experiences, interests, media, current affairs and issues in society that will inform portraiture work, themes and concepts. • How to apply skills and concepts from analysis to develop studies inspired by different portraiture artists, • Work with a professional artist John Denaro to create a self-portrait. • Apply and extend knowledge of the Formal Art Elements. 	<ul style="list-style-type: none"> • How to record primary observations of the face and facial features. • How to draw facial features from different viewpoints. • How to gauge proportion and scale accurately. • The principles of colour theory and how these can be applied to observational studies. • Qualities of the face and observations of people of different ages, genders and ethnicities. • How to apply and extend knowledge of different materials and processes. • Use photography to record primary portraiture themed observations. • How to annotate and review work as it progresses. • Apply and extend knowledge of the Formal Art Elements. 	<ul style="list-style-type: none"> • How to develop different portraiture response ideas. • How to experiment with different processes, materials and techniques. • How to compose a final piece layout. • How to plan and develop a portraiture response or final piece. • How to select and refine work as it progresses. • How to ensure that connections are made with the work of other artists and to observational studies from earlier sketchbook work, so that there is a good flow to work. • Apply and extend knowledge of the Formal Art Elements.
Core Skills:	<ul style="list-style-type: none"> • Research to find artists & artwork relating to the portraiture theme e.g. use books, the internet and visit galleries/museums • Analyse artwork visually by dissecting how it is made through visual studies of selected artists' work. • Study a pencil portrait artist e.g. Peony Yip. Use pencil to record a selected portrait study, record outline shapes and different tonal values and textural details. • Study a watercolour portrait artist e.g. Agnes Cecile. Use watercolour to record a selected portrait study, record outline shapes and mix different colours and tones before experimenting with expressive application of watercolour. • Study an acrylic portrait artist or artists e.g. Allison Lefcort and Alan Coulson. Use acrylic paint to record a selected portrait study, record outline 	<ul style="list-style-type: none"> • Draw enlarged studies of the eye, mouth, nose and ear. • Draw different hairstyles. • Draw multiple studies of the facial features of different sizes and from different viewpoints. • Use a mixture of materials to record observational studies: biro, pencil, fine line pen, watercolour, acrylic paint, charcoal, etc. • Record tonal contrast through shading, stippling, hatching, linear shading, blending, sponging and other graduated methods. • Take photographs of family, friends and self; focusing on the face, hairstyles and facial features. 	<ul style="list-style-type: none"> • Present planning mock-ups for a portraiture final piece. • Experiment with different ideas and techniques. • Review and refine work as it progresses, through plans and annotation. • Present a portraiture final piece that connects to selected artists, observational studies, photos, drawings and plans. • Select materials of choice for planning and personal response.

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	<p>shapes and mix tints, shades and different skin tones with a limited palette.</p> <ul style="list-style-type: none"> • Use the grid method to record proportionally accurate face outlines. • Record studies in the same style of chosen artists to apply knowledge of their techniques, processes and concepts. Work from own photographs of people. • Use charcoal to record different tonal values and explore ways to measure and enlarge facial outlines and features informed by a John Denaro workshop. 		
<p>Title of the Quality of Written Communication Task (Essay, Practical write up)</p>	<p>Annotation is a requirement of the course.</p> <p>The focus for the Autumn term is written analysis of artwork by selected artists. Writing frames are used with the focus on content/meaning, process/materials, form/appearance and mood/feelings.</p> <p>Different approaches to written annotation, artwork interpretation and analysis are modelled in class and embedded in the deliberate practice tasks, which are in the Portraiture Do Now Booklet.</p>	<p>The focus on annotation for the Spring term is to explain and review techniques and processes from observational studies and also explain thought processes and decisions made when forming observations. Writing frames are available for students.</p> <p>Different approaches to written annotation are modelled in class and embedded in the deliberate practice tasks, which are in the Portraiture Do Now Booklet.</p>	<p>The focus on annotation for the Summer term is to explain thought processes and ideas for plans towards a final piece. This will include mind-mapping and more detailed annotation and written plans that will inform visual drawings and sketches. The selection of materials, observations recorded, experimentation and refinement of plans will be reviewed and explained and work will also be evaluated. Writing frames are available for students.</p> <p>Different approaches to written annotation are modelled in class and embedded in the deliberate practice tasks, which are in the Portraiture Do Now Booklet.</p>
<p>Resources:</p>	<p>Knowledge Organiser and Do Now Task Booklet. Printed visual resources and PPTs</p> <p>Sketchbooks, pencils, A4, A1, A2 cartridge paper, rulers, erasers, sharpeners, pencil crayons, watercolour paint, acrylic paint, paint palettes, water pots, paint brushes, sponges, rollers, masking tape, scissors, card, glue sticks, fine line pens, tester paper, paper towels, washi tape, writing frames, computers, colourful paper, decorative paper. Other materials are also available.</p>		
<p>Home Learning:</p>	<p>A deadline is set for each portraiture challenge and time is allocated in class and at home for the completion of each task. Extension points are given and resources are saved on Microsoft Teams.</p>		
<p>Remote Learning:</p>	<p>Live lessons are delivered via Microsoft Teams with briefs set and video demonstrations recorded or delivered live through the visualiser.</p> <p>Detailed class resources are saved on Microsoft Teams and communication and briefs are set via Teams for any self-isolating students.</p>		
<p>Assessment Piece</p>	<p>Portraiture Project, which will form the main project for the Component One coursework portfolio and is comprised of:</p> <p>Sketchbook:</p> <ul style="list-style-type: none"> ➤ Portraiture artist studies ➤ Observational photos of faces and facial features and other objects and backgrounds relevant to project ➤ Observational drawings of people, faces and facial features ➤ Portrait plans and final piece experimentation 		

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	A2 or A1 Personal Response: <ul style="list-style-type: none"> ➤ Portrait final piece.
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KS4 GSCE AQA Art & Design: Fine Art 8202

Year 11	Autumn: Component One 8202/C Mock Exam Project	Spring 8202/X Component Two Externally Set Assignment – Real Exam Project January	Summer 1 8202/X Component Two Externally Set 10-Hour Practical Exam.
Core Knowledge:	<ul style="list-style-type: none"> • How to respond to a brief by selecting a title from the mock exam paper to respond to. • How to apply and extend knowledge of artistic interpretation and analysis through visual and written studies of independently selected artwork. • Understand concepts and factors that will inform thematic choices and research e.g. societal events, issues, moments in history, etc. • Know how to record observations that will inform ideas and plans through drawing and photography. • How to plan to inform final piece responses. • How to compose a well-connected and informed final piece in response to selected mock exam title. 	<ul style="list-style-type: none"> • How to respond to a brief by selecting a title from the real exam paper to respond to. • How to apply and extend knowledge of artistic interpretation and analysis through visual and written studies of independently selected artwork. • Understand concepts and factors that will inform thematic choices and research e.g. societal events, issues, moments in history, etc. • Know how to record observations that will inform ideas and plans through drawing and photography. • How to plan to inform final piece responses. • How to compose a well-connected and informed final piece in response to selected exam title. 	<ul style="list-style-type: none"> • How to work to a time limit. • How to complete an informed and meaningful exam final piece. • How to enlarge a plan to scale.
Core Skills:	<p>Techniques:</p> <ul style="list-style-type: none"> • Use of pencil, oil pastel, pen, chalks, charcoal, oil pastel, printing inks, printing media, acrylic paints, etc. • Use of formal elements: line, tone, colour, pattern, shape, form, texture, detail, space, depth, etc. • Working from observation, experience and imagination. • Designing, proposing, conceptualising ideas. <p>Reflection and Literacy:</p> <ul style="list-style-type: none"> • Analysis of artwork, design ideas and final designs. • Explain thought processes, selections, experimentation, planning, ideas and concepts. • Review and evaluate work. • Use Content, Process, Form and Mood writing frames for analysis to ensure that work analytical, informed and shows interpretations and personal opinions 	<p>Techniques:</p> <ul style="list-style-type: none"> • Use of pencil, oil pastel, pen, chalks, charcoal, oil pastel, printing inks, printing media, acrylic paints, etc. • Use of formal elements: line, tone, colour, pattern, shape, form, texture, detail, space, depth, etc. • Working from observation, experience and imagination • Designing, proposing, conceptualising ideas. <p>Reflection and Literacy:</p> <ul style="list-style-type: none"> • Analysis of artwork, design ideas and final designs. • Explain thought processes, selections, experimentation, planning, ideas and concepts. • Review and evaluate work. • Use Content, Process, Form and Mood writing frames for analysis to ensure that work analytical, informed and shows interpretations and personal opinions 	<ul style="list-style-type: none"> • Application of chosen techniques and processes. • Review and refine work as it progresses, through plans and annotation. • Present a final piece that connects to selected artists, observational studies, photos, drawings and plans.

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	<p>Numeracy:</p> <ul style="list-style-type: none"> • Use the grid method to draw artist studies and observational studies in proportion and to the correct scale. • Consider compositional placement, arrangement and balance by applying compositional rules such as the rule of thirds, the golden ratio, perspective, the Renaissance Triangle, etc. • Measure accurately and closely analyse artwork and imagery to record details and textural qualities. 	<p>Numeracy:</p> <ul style="list-style-type: none"> • Use the grid method to draw artist studies and observational studies in proportion and to the correct scale. • Consider compositional placement, arrangement and balance by applying compositional rules such as the rule of thirds, the golden ratio, perspective, the Renaissance Triangle, etc. • Measure accurately and closely analyse artwork and imagery to record details and textural qualities. 	
Assessment Piece	<p>Mock Exam Project, which will form the subsidiary project for the Component One coursework portfolio and is comprised of:</p> <p>Mock Exam Sketchbook:</p> <ul style="list-style-type: none"> ➢ Artist studies ➢ Observational photos relevant to theme ➢ Observational drawings relevant to theme ➢ Plans and final piece experimentation <p>A2/A1 Personal Response:</p> <ul style="list-style-type: none"> ➢ Mock Exam final piece 	<p>ESA Real Exam Project sketchbook, which will form part of the Component Two ESA portfolio and is comprised of:</p> <p>Exam Sketchbook:</p> <ul style="list-style-type: none"> ➢ Artist studies ➢ Observational photos relevant to theme ➢ Observational drawings relevant to theme ➢ Plans and final piece experimentation 	<p>ESA Real Exam final piece, which will form part of the Component Two ESA portfolio and is comprised of:</p> <p>Exam A2/A1 Personal Response:</p> <ul style="list-style-type: none"> ➢ Real Exam final piece
Title of the Quality of Written Communication Task (Essay, Practical write up)	<p>Written annotation is a requirement of the course each project will include:</p> <ul style="list-style-type: none"> • Written analysis of artwork by selected artists. Writing frames are used with the focus on content/meaning, process/materials, form/appearance and mood/feelings. • Explanations and reviews of techniques and processes from observational studies and also thought processes and decisions made when forming observations. Writing frames are available for students. • Explanations of thought processes and ideas for plans towards a final piece. This will include mind-mapping and more detailed annotation and written plans that will inform visual drawings and sketches. The selection of materials, observations recorded, experimentation and refinement of plans will be reviewed and explained and work will also be evaluated. Writing frames are available for students. 		
Resources:	<p>Printed visual resources and PPTs</p> <p>Sketchbooks, pencils, A4, A1, A2 cartridge paper, rulers, erasers, sharpeners, pencil crayons, watercolour paint, acrylic paint, paint palettes, water pots, paint brushes, sponges, rollers, masking tape, scissors, card, glue sticks, fine line pens, tester paper, paper towels, washi tape, writing frames, computers, colourful paper, decorative paper. Other materials also available.</p>		
Examinations:	<p>Autumn Term Mock examination: December Completion of Mock Exam Final Piece 10 hours over two days</p>		<p>GCSE Examination: April/May 10 Hour Fine Art Exam ESA Final Piece 10 hours over two days</p>

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Assessment Objectives:

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Produce a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

AO1:

- Research to find artists and artwork relating to the project theme e.g. using books, the internet and by visiting galleries/museums.
- Analyse art work visually by dissecting how artwork is made through visual studies of the artwork and in written form discussing the content (what the work is about), process (how the work is made), form (how the work looks and mood (feelings that the work evokes). Work should be presented creatively and/or in the style of artist/s.
- Explore techniques and methods that artists use by producing visual studies of the artwork e.g. drawings, paintings.
- Explore other influences such as culture, faith, beliefs, identity, personal experiences, interests, media, current affairs and issues in society that will inform work.
- This research should inform and inspire students to develop their own ideas.

AO2:

- Students need to try things out i.e. being prepared to make mistakes; show how they have learnt from them and show their workings out.
- Plan & refine ideas; keep material experiments e.g. use tester paper, keep any draft work, don't scribble any 'mistakes' out.
- Explore and experiment with different materials and processes e.g. lino printing, stencil printing, acrylic paint, pencil drawing.
- Decide which materials they want to use for a personal response after reviewing their experiments.

AO3:

- Record plans and ideas for a project final pieces through thumbnail sketches, mind-maps, annotations/notes of the following: sources/imagery, compositional ideas, materials students wish to use.
- Collect images, information and research that will inform planning e.g. collage/decoupage, photographs, observational sketches.
- Produce a number of drawings from observation e.g. drawings of objects/images that will be included in or will inform the final piece.

AO4:

- Students must demonstrate their technical ability by applying methods explored earlier in projects.
- Select materials and techniques based on earlier investigations e.g. stencil, lino print, painting, drawing.
- Explain how the artwork has informed their work (reference).
- Show that they have developed and refined their own ideas to create a personal response to the project themes.
- Evaluate and annotate their work throughout the project.

St Edmund Campion Catholic School 5 Year Curriculum Summary: Art

Draft

GCSE Assessment Breakdown:

