

	TERM 1 (7 weeks)	TERM 2 (7 weeks)	TERM 3	TERM 4	TERM 5	TERM 6
7	What is art? Poster based on Bob & Roberta Smith FORMAL ELEMENTS: Booklet for use in class. Home learning extension activities or unrelated (12 Arty tasks)	JUNGLE: <ul style="list-style-type: none"> Rousseau critical analysis practise Diorama for presenting monkey –paper collage (use an artist from a different tradition, research for homework) 	JUNGLE CONT'D <ul style="list-style-type: none"> Texture Observational drawing of a monkey, use of texture Clay monkey Glaze 	BIRDS: <ul style="list-style-type: none"> Observational drawings: feather, wing, eye Mark-making, weight of line Using water with fineliner Mark Hearld bird 	BIRDS cont'd DAY OF THE DEAD: <ul style="list-style-type: none"> Observational recording of skull. Tone and line. Cultural understanding. DOTD title page and information. 	DAY OF THE DEAD: Mix and match <ul style="list-style-type: none"> Mexican pattern Felt skull Title page Skull recording with higher ability task
SMSC etc	Introduction to some contemporary artists eg My Dog Sighs	Cultural awareness: Henri Rousseau Environmental links (discussion surrounding rainforest and conservation)	Environmental links	Cultural awareness: symbols in other cultures	Cultural awareness/ multicultural traditions Connections with other religious and secular festivals (BV) Emigration of cultural icons and traditions	Cultural awareness/ multicultural traditions Connections with other religious and secular festivals (BV) Emigration of cultural icons and traditions
TC	TC1, TC3, TC6, TC8	TC1, TC2, TC3, TC5, TC7	TC1, TC2, TC3, TC5, TC7	TC1+, TC5,	TC1+, TC2, TC4, TC5+, TC6	TC1+, TC2, TC4, TC5+, TC6
8	FOOD: <ul style="list-style-type: none"> Observational drawing of iced gem. Artist: Penkman. Colour tone. Penkman response and W/C task. Storecupboard staples 	FOOD <ul style="list-style-type: none"> W/C tone observed pepper/tomato Textiles applique cupcake. Oil pastel study of cupcake based on Wayne Thiebaud Magazine collage Stitching embellishment. Lucy Sparrow artist information. 	UNDER THE SEA/ROCK POOL: <ul style="list-style-type: none"> Presentation skills Observational drawing, focusing on texture and pattern Explore a new range of techniques including oil pastel, pressprint and ceramics Alexis Rago & Courtney Mattison 	UNDER THE SEA/ROCK POOL: <ul style="list-style-type: none"> Ceramic outcome Discussion of environmental issues highlighted by Mattison's work Pupils develop pieces based on concerns surrounding the health of the oceans: message in a bottle Painting focusing on composition and painting skills 	SEEING SOUNDS: <ul style="list-style-type: none"> Kandinsky Discuss emotional colour associations Listen to different music and responding visually Develop marks into an abstract compositions Develop a piece of paper & string collage on card Develop marks into textiles piece 	SEEING SOUNDS <ul style="list-style-type: none"> Beatriz Milhaze Reminder of emotional colour ass'ns Use cut coloured paper to create a new design using colour theme (Carnival?) *Listen to more modern music eg rap
SMSC etc	Cultural awareness Discussion of healthy eating	Cultural awareness Discussion of healthy eating		Cultural awareness Environmental issues: ocean pollution	Cultural awareness Emotional connections & personal preference	Cultural awareness Emotional connections & personal preference
TC	TC1++, TC2, TC5+, TC6	TC1++, TC5+	TC1, TC2, TC5, TC6,	TC2, TC5, TC6, TC9	TC1++, TC2, TC5++TC6, TC7	TC1++, TC2, TC5++TC6, TC7
9	IDENTITY <ul style="list-style-type: none"> Observational drawings of facial features: eyes, lips, nose Continuous line & wire response Marion Bolognese watercolour and pencil study Micography 	IDENTITY cont'd <ul style="list-style-type: none"> Large scale self-portrait in pen and ink Sheperd Fairey and propaganda Student response 	INSECTS/SCUTTLE: <ul style="list-style-type: none"> Biro bug on book page (watercolour extension) Watercolour painting of a bug Steampunk research, understanding and response title page Metal work recording 	ARTS AWARD <ul style="list-style-type: none"> Cross curricula project with English: Poetry and song lyrics A series of outcomes (found poetry, bag of words, what would this poem look like?) 	INSECTS/SCUTTLE: <ul style="list-style-type: none"> 3D steampunk inspired bug card sculpture. 	WHOLE DEPT PROJECT
SMSC etc	Personal identity	Cultural awareness Contemporary issues	Contemporary issues			
TC	TC2, TC5, TC6	TC0	TC1++, TC3, TC5, TC6	TC2, TC3, TC7	TC1++, TC3, TC5, TC6	

10	ANIMALS IN ART <ul style="list-style-type: none"> William Morris & William de Morgan Drawings of a hare Ceramic model based on the work of Morris Needle felted hare Lino print based on the work of de Morgan Look at repeat pattern 	ANIMALS IN ART cont'd <ul style="list-style-type: none"> a series of studies of an animal which they feel represents themselves Anthropomorphic artists. Critical analysis Explore photography and media combined 	ANIMALS IN ART cont'd <ul style="list-style-type: none"> Final outcome using a portrait combined with chosen animal Sublimation printing onto fabric to embellish Combine painting with lino repeat work 	ANIMALS IN ART <ul style="list-style-type: none"> Extra time if needed to complete SKILLS: If time, give opportunity to try out new techniques (3D?) LAYERS: <ul style="list-style-type: none"> Take photographs of Layers based on three possible areas of study. Present 	LAYERS <ul style="list-style-type: none"> Strips of a photo in oil pastel, watercolour and felt Mark Bradford and response Oil pastel on prepared textured surface Felted response, embellished with stitches etc Collage response to one of their own photographs 	LAYERS <ul style="list-style-type: none"> Three artists whose work includes layers: a study from each and two critical analyses Continue to explore media towards a final piece Discussions one-to-one with teacher Exploring and experimenting Final piece
SMSC etc	Cultural awareness Contemporary issues	Personal identity	Personal identity	The content of coursework is very much up to the student so varies from one student to another. However, some art history and critical awareness is required when studying artist/craftspeople links	The content of coursework is very much up to the student so varies from one student to another. However, some art history and critical awareness is required when studying artist/craftspeople links	The content of coursework is very much up to the student so varies from one student to another. However, some art history and critical awareness is required when studying artist/craftspeople links
TC	TC1, TC4, TC5	TC1, TC4, TC5	TC1, TC4, TC5			
11	LAYERS	LAYERS	SET TASK	SET TASK		
TC						
SMSC etc	The content of coursework is very much up to the student so varies from one student to another. However, some art history and critical awareness is required when studying artist/craftspeople links	The content of coursework is very much up to the student so varies from one student to another. However, some art history and critical awareness is required when studying artist/craftspeople links	The content of the Set Task is determined by the exam board. Cultural awareness is always an element but there may be other areas of SMSC that are touched upon by students during the developmental phase of the project	The content of the Set Task is determined by the exam board. Cultural awareness is always an element but there may be other areas of SMSC that are touched upon by students during the developmental phase of the project	COURSE COMPLETE	COURSE COMPLETE
12	SKILLS	SKILLS	PROJECT THE FOURTH PLINTH <ul style="list-style-type: none"> Investigate the history of The Fourth Plinth in Trafalgar Square. Present to the rest of the group Discuss possible links with TS, the National Gallery or other contemporary issue to decide on an individual theme Explore a range of media to construct maquette Present 	PROJECT	PROJECT	PERSONAL INVESTIGATION
13	PERSONAL INVESTIGATION	PERSONAL INVESTIGATION	SET TASK (from Feb 1st)	SET TASK		
SMSC etc	The content and context of the PI is very much up to the student so varies each year	The content and context of the PI is very much up to the student so varies each year	The content of the Set Task is determined by the exam board. Cultural awareness is always an element but there may be other areas of SMSC that are touched upon by students during the developmental phase of the project	The content of the Set Task is determined by the exam board. Cultural awareness is always an element but there may be other areas of SMSC that are touched upon by students during the developmental phase of the project		

Threshold Concepts in Art

TC1: Make marks, drawing our attention.

TC2: Art communicates, in every sense.

TC3: Art has its own vocab, shaped across time and space.

TC4: Artists use (and abuse) traditions.

TC5: Artists play- with materials, ideas and failure.

TC6: Art engages: head, hands, heart.

TC7: Art is not fixed meaning: context is everything.

TC8: Art had value, in unequal measures.

TC9: Art makes people powerful, for good and bad.