

# Curriculum Overview

Subject: Art

Year Group: 7



**CHASE HIGH SCHOOL**  
AMBITION - RESILIENCE - KINDNESS

Students work through an extended project over the year on the theme of "Food". Over approximately 39 hours, the students are assessed on their observation and recording skills and techniques that focus on the formal elements of line, tone, texture and form. Next, they have opportunities to explore a range of painting methods revisiting any prior knowledge of colour theory. Students are introduced to the importance of studying artists and responding to their work. Moving from this, they then explore a further range of 2D and 3D materials, processes and techniques understanding the use of primary and secondary sources. Students then progress onto developing and refining their ideas towards a final outcome that realises their intentions. The QPG is a scaffold that has the GCSE marking criteria as its foundation. This is used to assess progress, level of skill, understanding and ability

TERM 1	TERM 2	TERM 3
<b>KNOWLEDGE/SKILLS</b> <ul style="list-style-type: none"> <li>Observational studies, learning and developing drawing skills and techniques of food items from primary source</li> <li>Observational drawing of food items from primary source with other mark making materials and surfaces</li> <li>Exploring painting methods and techniques</li> <li>Colour theory</li> </ul>	<b>KNOWLEDGE/SKILLS</b> <ul style="list-style-type: none"> <li>The importance of studying artists</li> <li>Producing an Artist study of Wayne Thiebaud</li> <li>Responding to the work of Wayne Thiebaud</li> <li>Exploring a wider range of Materials, processes and techniques.</li> <li>Begin to collect secondary sources for cultural meals and food</li> </ul>	<b>KNOWLEDGE/SKILLS</b> <ul style="list-style-type: none"> <li>Collecting and presenting mood boards as a source to draw from</li> <li>Making secondary source drawings</li> <li>Exploring modelling 3D materials and techniques.</li> <li>Refining and reviewing ideas towards a personal final response</li> <li>Producing a final outcome</li> </ul>
<b>KEY ASSESSMENTS</b> <p>Half term 1: Base Line Assessment Week 1 of Drawing skills</p> <p>Half term 2: Baseline assessment Week 7 of painting skills</p> <p>End of term assessment</p>	<b>KEY ASSESSMENTS</b> <p>Half term 1: Assessment of presentation skills and contextual understanding of Art</p> <p>Half term 2: Assessment of understanding of artists style, materials and techniques through own responses</p>	<b>KEY ASSESSMENTS</b> <p>Half term 1: Assessment of 3D modelling and manipulating skills</p> <p>Half term 2: Assessment of final outcome and the development and progress of skills learnt through the year</p>

Extended reading suggestions and external resources:

[www.tate.org](http://www.tate.org)

[www.nationalgallery.org.uk](http://www.nationalgallery.org.uk)

[https://en.wikipedia.org/wiki/Wayne\\_Thiebaud](https://en.wikipedia.org/wiki/Wayne_Thiebaud)

pinterest

# Curriculum Overview

Subject: Art

Year Group: 8



**CHASE HIGH SCHOOL**  
AMBITION - RESILIENCE - KINDNESS

Students work through an extended project over the year on the theme of "Environment". Over approximately 39 hours, the students are assessed on their primary and secondary source observation and recording skills and techniques that reinforce the formal elements of line, tone, texture and form. Next, they have opportunities to explore a wider range of 2D methods revisiting any prior knowledge of mark making and mixing media. Students then have the opportunity to choose a world environment and explore secondary sources to create mood boards to inspire their own ideas. They extend this to review and refine ideas to create an independent 2D or 3D outcome. Students revisit the importance of studying artists and responding to their work. Moving from this, they then explore a further range of Art techniques to develop and inspire their ideas towards a final outcome that realise their intentions. The QPG is a scaffold that has the GCSE marking criteria as its foundation. This is used to assess progress, level of skill, understanding and ability.

TERM 1	TERM 2	TERM 3
<b>KNOWLEDGE/SKILLS</b> <ul style="list-style-type: none"> <li>Observational studies of objects from the surrounding environment from primary and secondary source using and evaluating a wider range of 2D techniques, surfaces and mixed media</li> <li>Exploring World environments and producing mood boards as a drawing source</li> <li>Developing and refining ideas towards a world environment inspired final outcome</li> <li>Creating a final outcome</li> </ul>	<b>KNOWLEDGE/SKILLS</b> <ul style="list-style-type: none"> <li>Reinforcement of the importance of artist studies. Contextual studies of recycling environment and urban environment artists</li> <li>Responding to artists work</li> <li>Exploring a wider range of 2D and 3D materials.</li> <li>Investigating Art techniques of cropping and abstraction</li> </ul>	<b>KNOWLEDGE/SKILLS</b> <ul style="list-style-type: none"> <li>Focus on the skill of planning and developing a final personal outcome</li> <li>Refining and reviewing ideas toward a final piece</li> <li>Producing a personal final outcome</li> </ul>
<b>KEY ASSESSMENTS</b> <p>Half term 1: Assessment of recording skills.</p> <p>Half term 2: Assessment of presentation</p> <p>End of Term assessment</p>	<b>KEY ASSESSMENTS</b> <p>Half term 1: Assessment of artist studies</p> <p>Half term 2: Assessment of refining and using other art presentation techniques</p>	<b>KEY ASSESSMENTS</b> <p>Half term 1: Assessment of developing reviewing and refining ideas towards a final outcome</p> <p>Half term 2: Assessment of final outcome</p>

Extended reading suggestions and external resources:

[www.tate.org](http://www.tate.org)  
[www.nationalgallery.org.uk](http://www.nationalgallery.org.uk)  
[www.maggisquire.com](http://www.maggisquire.com)  
[www.banksy.co.uk](http://www.banksy.co.uk)

# Curriculum Overview

Subject: Art

Year Group: 9

Students work through an extended project over the year on the theme of "Human". Over approximately 39 hours, the students are assessed on their understanding and recording of the human face and figure from observation using skills and techniques that reinforce the formal elements of line, tone, texture and form. Next, they have opportunities to further explore a range of "human" artists and create artist studies focussing on presentation and appropriate media skills. Extending this, they then respond to the artist studies further reinforcing understanding of facial proportions and human anatomy. Human diversity is also explored and a range of 3D techniques and materials are further investigated. They extend this to review and refine ideas, evaluating processes and materials to create an independent 2D or 3D outcome. The QPG is a scaffold that has the GCSE marking criteria as its foundation. This is used to assess progress, level of skill, understanding and ability.

TERM 1	TERM 2	TERM 3
<b>KNOWLEDGE/SKILLS</b> <ul style="list-style-type: none"> <li>Exploring the human face and measuring correct proportions. Drawing the face re-visiting shading and tone skills.</li> <li>Reinforcing pencil techniques with graded pencils, smudging, blending and erasing</li> <li>Exploring a wide range of Artist who have produced portraits. Completing artist studies and focussing on presentation skills</li> <li>Responding to artist studies, producing portraits using style, techniques and colour palettes</li> </ul>	<b>KNOWLEDGE/SKILLS</b> <ul style="list-style-type: none"> <li>Exploring the human figure, drawing and measuring correct proportions with emphasis on shape rather than detail.</li> <li>Investigating the human anatomy, skulls and skeletons working from secondary source</li> <li>Reinforcing the use of artist studies as a reference for own work</li> <li>Exploring human diversity and 3D modelling materials and techniques</li> </ul>	<b>KNOWLEDGE/SKILLS</b> <ul style="list-style-type: none"> <li>Investigating the abstraction and disproportion of the figure in Art</li> <li>Further reinforcement of 3D modelling materials and techniques</li> <li>Re-visiting the skill of planning and developing a final personal outcome</li> <li>Refining and reviewing ideas toward a final piece</li> <li>Producing a personal final outcome</li> </ul>
<b>KEY ASSESSMENTS</b> <p>Half term 1: Assessment of ability to draw the human face using correct proportions</p> <p>Half term 2: Assessment of contextual understanding of artists and how this influences their work</p> <p>End of term assessment</p>	<b>KEY ASSESSMENTS</b> <p>Half term 1: Assessment of the ability to draw the human figure using correct proportions</p> <p>Half term 2: Assessment of the use of different sources and the control of materials used.</p>	<b>KEY ASSESSMENTS</b> <p>Half term 1: Assessment of the use of 3D materials</p> <p>Half term 2: Assessment of final outcome</p>

Extended reading suggestions and external resources:

[www.tate.org](http://www.tate.org)

[www.nationalgallery.org.uk](http://www.nationalgallery.org.uk)

[https://en.wikipedia.org/wiki/Vincent\\_van\\_Gogh](https://en.wikipedia.org/wiki/Vincent_van_Gogh)

[https://en.wikipedia.org/wiki/Pablo\\_Picasso](https://en.wikipedia.org/wiki/Pablo_Picasso)

[www.davidgerstein.com](http://www.davidgerstein.com)

<https://www.bbc.co.uk/bitesize/subjects/z6hs34j>

# Curriculum Overview

Subject: Art

Year Group: 10

Pupils opting for GCSE Art work on two themed units of internally assessed work through the first year of the course and two more in the second year. The first themed unit extends over two terms and is always entitled “Me Myself and I”. The unit is not linear and covers the Assessment Objectives of the GCSE marking criteria at varying points throughout. This contributes to component 1 of the GCSE and has a weight of 60% of the final score. Students have the opportunity to develop, refine, record and present and this is assessed according to the bands ranging from limited to exceptional ability.

The second themed unit is delivered in the last term of year 10 and this is in the form of a Mock exam. This is usually the Externally Set Assignment from two years prior. Students have a period of 8 weeks preparation time and then 10 hours to produce a final outcome in exam supervised conditions. This is marked as if it were component 2 but then eventually feeds into component 1.

TERM 1	TERM 2	TERM 3
<b>KNOWLEDGE/SKILLS</b> <ul style="list-style-type: none"> <li>Primary and secondary source studies</li> <li>Exploring a range of materials techniques and processes</li> <li>Investigating Contextual studies and exploring the work of others</li> <li>Presenting artist studies</li> <li>Responding to the work of artists studied</li> </ul>	<b>KNOWLEDGE/SKILLS</b> <ul style="list-style-type: none"> <li>Returning to recording from primary and secondary studies</li> <li>Evaluating and applying appropriate materials relevant to own personal investigations</li> <li>Reviewing, adapting and idea generating</li> <li>Developing intentions for a final outcome</li> <li>Producing and presenting a final outcome</li> </ul>	<b>KNOWLEDGE/SKILLS</b> <ul style="list-style-type: none"> <li>Primary and secondary source studies</li> <li>Exploring a range of materials techniques and processes</li> <li>Investigating Contextual studies and exploring the work of others</li> <li>Presenting artist studies</li> <li>Responding to the work of artists studied</li> <li>Returning to recording from primary and secondary studies</li> <li>Evaluating and applying appropriate materials relevant to own personal investigations</li> <li>Reviewing, adapting and idea generating</li> <li>Developing intentions for a final outcome</li> <li>Producing and presenting a final outcome</li> </ul>
<b>KEY ASSESSMENTS</b>  Half term 1: Recording and Refining AO3 AO2  Half term 2: Recording and Refining AO3 AO2	<b>KEY ASSESSMENTS</b>  Half term 1: Developing AO1  Half term 2: Presenting AO4	<b>KEY ASSESSMENTS</b>  Half term 1: PPE Preparation– Using past exam theme – 6-8 weeks preparation time in Sketchbook  Half term 2: 10 hour PPE as a result of 6-8 weeks preparation. Assessed on :Recording, Refining Developing, Presenting AO 1,2,3,and 4

Extended reading suggestions and external resources:

<https://www.bbc.co.uk/bitesize/subjects/z6hs34j>

[www.tate.org](http://www.tate.org)

[www.nationalgallery.org.uk](http://www.nationalgallery.org.uk)

[www.wikipedia.co.uk](http://www.wikipedia.co.uk)

pinterest, youtube examples of GCSE sketchbooks

# Curriculum Overview

Subject: Art

Year Group: 11

In their second year, students have the opportunity to build on the Assessment objectives and progress through the bands which range from limited to exceptional. They participate in another Mock Exam and then the actual ESA which contributes to Component 2. The third themed unit, is delivered in the first term as another Mock ESA. This is usually the Externally Set Assignment from the previous summer. Students have a period of 8 weeks preparation time and then 10 hours to produce a final outcome in exam supervised conditions. This is marked as if it were component 2 but then eventually feeds into component 1. Component 1 then consists of an extended unit and two mock exams. In term two, students are given a theme set by the exam board in January. They have 8 weeks to prepare and then 10 hours in exam supervised conditions to produce a final piece. This contributes to component 2 and has a weigh of 40% of the final score. In the final term, students must review, prepare and present their work for holistic marking.

TERM 1	TERM 2	TERM 3
<b>KNOWLEDGE/SKILLS</b> <ul style="list-style-type: none"> <li>Primary and secondary source studies</li> <li>Exploring a range of materials techniques and processes</li> <li>Investigating Contextual studies and exploring the work of others</li> <li>Presenting artist studies</li> <li>Responding to the work of artists studied</li> <li>Returning to recording from primary and secondary studies</li> <li>Evaluating and applying appropriate materials relevant to own personal investigations</li> <li>Reviewing, adapting and idea generating</li> <li>Developing intentions for a final outcome</li> <li>Producing and presenting a final outcomes</li> </ul>	<b>KNOWLEDGE/SKILLS</b> <ul style="list-style-type: none"> <li>Primary and secondary source studies</li> <li>Exploring a range of materials techniques and processes</li> <li>Investigating Contextual studies and exploring the work of others</li> <li>Presenting artist studies</li> <li>Responding to the work of artists studied</li> <li>Returning to recording from primary and secondary studies</li> <li>Evaluating and applying appropriate materials relevant to own personal investigations</li> <li>Reviewing, adapting and idea generating</li> <li>Developing intentions for a final outcome</li> <li>Producing and presenting a final outcome</li> </ul>	<b>KNOWLEDGE/SKILLS</b> <ul style="list-style-type: none"> <li>Exploring skills to present and build a portfolio of work for assessment</li> </ul>
<b>KEY ASSESSMENTS</b>  Half term 1: Recording, Refining and Developing AO3 AO2 AO1 PPE Preparation– Using past exam theme – 6-8 weeks preparation time in Sketchbook  Half term 2: 10 hour PPE as a result of 6-8 weeks preparation. Assessed on :Recording, Refining Developing, Presenting AO 1,2,3,and 4	<b>KEY ASSESSMENTS</b>  Half term 1: : ESA worth 40 % of overall grade theme release in January 8 weeks preparation time Recording and Refining AO3 AO2  Half term 2: Continuing ESA preparation time Developing AO1	<b>KEY ASSESSMENTS</b>  Half term 1: ESA 10 hour exam assessed on: Recording, Refining Developing, Presenting AO 1,2,3 and 4  Half term 2: Submission of course work assessed on: Recording, Refining Developing, Presenting AO 1,2,3 and 4

Extended reading suggestions and external resources:

<https://www.bbc.co.uk/bitesize/subjects/z6hs34j>

[www.tate.org](http://www.tate.org)

[www.nationalgallery.org.uk](http://www.nationalgallery.org.uk)

[www.wikipedia.co.uk](http://www.wikipedia.co.uk)

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