

<b>SCHEME OF WORK</b>	<b>Theme</b>	<b>THE FORMAL ELEMENTS</b>	<b>Year</b>	<b>7</b>
	Style/period/culture	Western Art History (c1800-present)	Duration	12 wks

### IMPACT – Level 2 target objectives: Most pupils

Critical understanding DEVELOP CONTEXT	Creative making EXPERIMENT REFINE	Reflective recording RECORD REVIEW	Personal presentation PERSONAL CONNECT	RRS
I can explore my ideas in different ways and research information to help develop my artwork. I can describe other people's artwork.	I can use different materials and techniques showing basic control. I can look at my own artwork and use observations to improve it.	I can make notes and observations from primary and secondary sources.	I sometimes complete my outcomes and they are beginning to resemble my ideas. I can demonstrate basic control of materials.	Encouragement to work together and form good relationships with their teacher and their peers. Encouragement to give answers and opinions in front of others and gain confidence in their own abilities. (Article 13,29)

### INTENT – Description of aims and learning targets

Students will learn the codes and conventions in art that are used to create images. Students should understand that the Formal elements are the building blocks of all art and will analyse artists work to see how these elements are utilised together to achieve **specific** results. Students should learn how to structure project work in their sketchbooks, how to experiment with materials and processes, and how to review their own work and set targets. Students should learn that the Formal Elements are the basic tools in art and will understand the link between these and the artists work that they will look at. Students will have well presented and organised work in their sketchbooks, with evidence of a creative use of materials and good annotations to describe artists work and connections with their own. Students will have evidence of setting their own targets for improvement and will understand the importance of the Formal elements in every future project.

### IMPLEMENTATION

Students will record and analyse first-hand observations, select from experience and imagination, and explore ideas for different purposes and audiences. Discuss and question critically and select from a range of visual and other information. They will evaluate their own and others work, express opinions and make reasoned judgements. Adapt and refine their work and plan and develop it in the light of their own and others work. Students will extend their experience of a range of materials and processes, including drawing, refining their control of tools and techniques, and experiment with and select methods and approaches. Students will analyse the visual and tactile qualities of materials and processes and how these can be manipulated to match ideas, purposes and audiences.

### KEYWORDS/CONCEPTS

### ILLUSTRATIVE EXAMPLES: Artists works

Formal Elements, Tone, Texture, Colour, Primary, Secondary, Complementary, Pattern, Composition, Mark making, Line, Blending, Hue, Cross hatching, Challenge, Aspiration, Proportion, Analysis

Van Gogh (mark making, texture)  
 Monet and Impressionism (colour)  
 Bridget Riley (pattern)  
 Kockoshka (texture)  
 Seurat's Conte drawings (tone)

#### Thinking skills

literacy

#### Assessment for learning

ICT

#### Motivation, engagement

#### Numeracy

Identify problems create ideas plan and try options apply methods to solutions

Speaking & listening reading use writing frames

Individuals set targets meet targets review work identify strengths & weaknesses

Search and select info. Combine images/text Manipulate imagery

Choice Active learning engaging subject matter nurturing intrinsic motivation

Calculating (scaling up etc) handling data

SCHEME OF WORK	Theme	FRAGMENTS	Year	7
	Style/period/culture	Cubism and simultaneity.	Duration	12 wks

### IMPACT – Level 3 target objectives: Most pupils

Critical understanding DEVELOP CONTEXT	Creative making EXPERIMENT REFINE	Reflective recording RECORD REVIEW	Personal presentation PERSONAL CONNECT	RRS
I can take risks and explore ideas in different ways. I can select appropriate information and resources to develop my artwork. I can explain how my own and other artist work is made.	I can use a range of different media and techniques showing some control. I can evaluate my own artwork and use my observations to improve my ideas and technique.	I can make notes and record thoughts and observations from primary and secondary sources that are relevant to my ideas.	My outcomes resemble my ideas and demonstrate some control.	Students will learn how art can be influenced by different cultures and conventions and what influences themselves in our own society. Pupils will discuss themes in whole class discussions. (Article 13, 29)

### INTENT – Description of aims and learning targets

Students will learn about the ideas and conventions of the Cubist Art movement, and the work of Picasso and Braque in particular. They will understand the importance of ‘primitive’ African art in influencing European art. Students will learn how mood can be portrayed through geometric shapes, colour, and line in Picasso’s ‘Weeping woman’ 1937, and will **understand and use the key concept of simultaneity in their own work**. Pupils will understand broader interpretations of the concept of simultaneity and the influence of Cubism in contemporary art. Students will have well presented and organised work in their sketchbooks that shows progression of their ideas, and their development of a final piece idea.

### IMPLEMENTATION

Students will record and analyse first-hand observations, select from experience and imagination, and explore ideas for different purposes and audiences. Discuss and question critically and select from a range of visual and other information. They will evaluate their own and others work, express opinions and make reasoned judgements. Adapt and refine their work and plan and develop it in the light of their own and others work. Students will extend their experience of a range of materials and processes, including drawing, refining their control of tools and techniques, and experiment with and select methods and approaches. Students will analyse the visual and tactile qualities of materials and processes and how these can be manipulated to match ideas, purposes and audiences.

### KEYWORDS/CONCEPTS

Simultaneity, distortion, fragment, stretch, overlap/overlay, Cubism, Geometric, monochrome, collage, composition, tone, pattern, line, viewpoint, expressive

### ILLUSTRATIVE EXAMPLES: Artists works

African art  
Georges Braque  
Marcel Duchamp  
Asian and native American art  
Picasso ‘weeping woman’ 1937

#### Thinking skills

literacy

Assessment for learning

ICT

Motivation, engagement

Numeracy

Identify problems create ideas plan and try options apply methods to solutions

Speaking & listening reading use writing frames

Individuals set targets meet targets review work identify strengths & weaknesses

Search and select info. Combine images/text Manipulate imagery

Choice Active learning engaging subject matter nurturing intrinsic motivation

Calculating (scaling up etc) handling data

<b>SCHEME OF WORK</b>	<b>Theme</b>	<b>ME, MYSELF, AND I</b>	<b>Year</b>	<b>8</b>
	Style/period/culture	The self portrait in western European art.	Duration	12wks

### IMPACT – Level 4 target objectives: Most pupils

<b>Critical understanding</b> DEVELOP CONTEXT	<b>Creative making</b> EXPERIMENT REFINE	<b>Reflective recording</b> RECORD REVIEW	<b>Personal presentation</b> PERSONAL CONNECT	<b>RRS</b>
I can take creative risks as I explore my ideas. I use appropriate information and resources to develop my work. I can explain how and why my own and other artists artwork is made.	I explore a wide range of appropriate materials and techniques showing adequate control. I can evaluate my own work and other people's work. My observations help refine my own ideas.	I can make notes and record thoughts and observations from primary and secondary sources with relevance to my own.	My outcomes resemble my ideas and demonstrate some control.	Students will learn how portraits can show how people are feeling, their experiences, their jobs, their social position etc and can be a 'window' into history and how portraits often the vehicle of the artist in describing deeper meaning. (Article 13, 29)

### INTENT – Description of aims and learning targets

Raise student's awareness of the portrait in art as a source of imagery in western art, giving insights into changing social conventions. Pupils to learn that portraits can describe the relationship between the sitter and the artist, sympathetic, formal etc... the use of symbols to represent aspects of the sitter's personality and life. Students to learn how the use of proportion, tone, line, texture & form they may accurately describe their own faces. The effect of light on the face/proportions within the facial structure. Pupils to learn how the face can change as a result of differing emotions, and how features may be distorted and change through ageing. They will understand the differing reasons why portraits were painted, and the techniques used to convey that meaning. Pupils will have organised and well-presented work in their sketchbooks on this theme, including artist studies and self assessment with evidence of development toward a final piece.

### IMPLEMENTATION

Students will record and analyse first-hand observations, select from experience and imagination, and explore ideas for different purposes and audiences. Discuss and question critically and select from a range of visual and other information. They will evaluate their own and others work, express opinions and make reasoned judgements. Adapt and refine their work and plan and develop it in the light of their own and others work. Students will extend their experience of a range of materials and processes, including drawing, refining their control of tools and techniques, and experiment with and select methods and approaches. Students will analyse the visual and tactile qualities of materials and processes and how these can be manipulated to match ideas, purposes and audiences.

### KEYWORDS/CONCEPTS

Portrait, composition, Facial expression, proportion, line, tone, texture, form, realism, light source, observation, three dimensional, features, chiaroscuro, distortion, caricature

### ILLUSTRATIVE EXAMPLES: Artists works

Carravaggio 'The supper at Emmaus'  
Rembrandt 'self portrait in fancy dress' et al (age comparison)  
Gainsborough 'Mr. & Mrs. Hallett' (wealth)  
Millais 'the princess in the tower' (emotional expression)  
Gheeraerts 'queen Elizabeth 1st' (symbols of wealth/position)  
Munch 'the scream' (distortion/emotion)  
Hans Holbien 'The Ambassadors'

### Thinking skills

literacy

### Assessment for learning

ICT

### Motivation, engagement

### Numeracy

Identify problems create ideas plan and try options apply methods to solutions

Speaking & listening reading use writing frames

Individuals set targets meet targets review work identify strengths & weaknesses

Search and select info. Combine images/text Manipulate imagery

Choice Active learning engaging subject matter nurturing intrinsic motivation

Calculating (scaling up etc) handling data

<b>SCHEME OF WORK</b>	<b>Theme</b>	<b>JUXTAPOSITION</b>	<b>Year</b>	<b>8</b>
	Style/period/culture	Surrealist art and contemporary advertising.	Duration	12 wks

### IMPACT – Level 4 target objectives: Most pupils

<b>Critical understanding</b> DEVELOP CONTEXT	<b>Creative making</b> EXPERIMENT REFINE	<b>Reflective recording</b> RECORD REVIEW	<b>Personal presentation</b> PERSONAL CONNECT	<b>RRS</b>
I can take creative risks as I explore my ideas. I use appropriate information and resources to develop my work. I can explain how and why my own and other artists artwork is made.	I explore a wide range of appropriate materials and techniques showing adequate control. I can evaluate my own work and other people's work. My observations help refine my own ideas.	I can make notes and record thoughts and observations from primary and secondary sources with relevance to my own.	My outcomes resemble my ideas and demonstrate some control.	Students will see the connections between surrealist ideas and contemporary advertising and how they communicate to a global audience. They will articulate their own dreams and nightmares through discussion and in their sketchbooks (Article 13,29)

### INTENT – Description of aims and learning targets

Pupils should learn the background and motivations of the surrealist art movement through studying artists work; understand the concepts and conventions of bizarre juxtaposition and change of scale in order to create a surreal effect; understand and use the art specific language in expressing their views in sketchbooks and in discussion; compare examples found in advertising to the work of the surrealists, making connections with their own work (cuttings of bizarre juxtapositions found in contemporary advertising); learn how to express their own dreams and nightmares in written and visual forms; understand the concepts of composition and perspective. Pupils will have well presented and organised work in their sketchbooks that shows the progression of their ideas, reviewing of their own work, and development of a final piece idea. Pupils will have a final piece of work (teacher to decide which medium eg Painting, ICT etc) that is influenced by surrealist artistic conventions and draws on their own experiences of dreams and nightmares.

### IMPLEMENTATION

Students will record and analyse first-hand observations, select from experience and imagination, and explore ideas for different purposes and audiences. Discuss and question critically and select from a range of visual and other information. They will evaluate their own and others work, express opinions and make reasoned judgements. Adapt and refine their work and plan and develop it in the light of their own and others work. Students will extend their experience of a range of materials and processes, including drawing, refining their control of tools and techniques, and experiment with and select methods and approaches. Students will analyse the visual and tactile qualities of materials and processes and how these can be manipulated to match ideas, purposes and audiences.

<b>KEYWORDS/CONCEPTS</b>	<b>ILLUSTRATIVE EXAMPLES: Artists works</b>
Surreal, surrealism, juxtaposition, bizarre, laws of chance, dreamlike, imagination, illusion, distort, change of scale, foreground, middle ground, background, composition, photo montage, proportion, sub-conscious	Magritte 'personal values' 'The Explanation' 1954 Chagall 'I am the Village' 1911 John Heartfield 'Adolf the superman swallows gold and spouts junk' 1932 Contemporary Advertising. Dali 'The persistence of Memory'

<b>Thinking skills</b>	<b>Identify problems create ideas plan and try options apply methods to solutions</b>
<b>literacy</b>	<b>Speaking &amp; listening reading use writing frames</b>
<b>Assessment for learning</b>	<b>Individuals set targets meet targets review work identify strengths &amp; weaknesses</b>
<b>ICT</b>	<b>Search and select info. Combine images/text Manipulate imagery</b>
<b>Motivation, engagement</b>	<b>Choice Active learning engaging subject matter nurturing intrinsic motivation</b>
<b>Numeracy</b>	<b>Calculating (scaling up etc) handling data</b>

<b>SCHEME OF WORK</b>	<b>Theme</b>	<b>ART WITH A MESSAGE</b>	<b>Year</b>	<b>9</b>
	Style/period/culture	Western European art (c 1800 – present)	Duration	12wks

### IMPACT – Level 5 target objectives: Most pupils

<b>Critical understanding</b> DEVELOP CONTEXT	<b>Creative making</b> EXPERIMENT REFINE	<b>Reflective recording</b> RECORD REVIEW	<b>Personal presentation</b> PERSONAL CONNECT	<b>RRS</b>
I explore ideas and select appropriate resources to develop my work. I competently analyse artwork and show an understanding of different ideas shown by different artists and cultures.	I explore a wide range of appropriate materials/techniques showing competent control. Competently evaluate my own and other artists work and show how my observations have been used to refine my own work.	I make insightful notes and record thoughts and observations from primary and secondary sources with direct relevance to my own ideas.	My outcomes realise my ideas and demonstrate adequate control.	Understand global audience and global community, and how society reacts to powerful images and the nature of emotional response, enable pupils to sense the responsibilities of image makers on a socio-political level. (Article 13, 29)

### INTENT – Description of aims and learning targets

Recognition of the use of the narrative in visual imagery, awareness of the ethos of mass communication; understanding emotional responses of audiences to visual stimuli; develop the ability to discuss issues as part of a forum; use ICT as part of the making process; develop pupils ability to work systematically and use a variety of different methods and materials; enable pupils to critically reflect on and adjust their work creating plans for progression; develop pupils ability to utilize a wide range of research resources, develop recording, investigating and analysing skills; develop the use of art specific language to express their views. Students will have had a powerful image forum using display and discussion. Students will have well organised and presented work in their sketchbook that shows the progression of their ideas, their views and opinions in visual and other forms, and their development of a final piece.

### IMPLEMENTATION

Students will record and analyse first-hand observations, select from experience and imagination, and explore ideas for different purposes and audiences. Discuss and question critically and select from a range of visual and other information. They will evaluate their own and others work, express opinions and make reasoned judgements. Adapt and refine their work and plan and develop it in the light of their own and others work. Students will extend their experience of a range of materials and processes, including drawing, refining their control of tools and techniques, and experiment with and select methods and approaches. Students will analyse the visual and tactile qualities of materials and processes and how these can be manipulated to match ideas, purposes and audiences.

### KEYWORDS/CONCEPTS

### ILLUSTRATIVE EXAMPLES: Artists works

Investigation, research, critical development, narrative, audience response, dramatic/powerful imagery, mixed media, collage, photojournalism, reportage, iconic cultural imagery, digital and graphic process, light, shade, tone, drawing systems

Gericault ‘Raft of the Medusa’ 1819  
Alfred Eisenstaedt ‘VJ day’ 1945  
Neil Armstrong ‘Edwin Aldrin’ 1969  
Picasso ‘Guernica’ 1937  
Banksy

#### Thinking skills

Identify problems create ideas plan and try options apply methods to solutions

#### literacy

Speaking & listening reading use writing frames

#### Assessment for learning

Individuals set targets meet targets review work identify strengths & weaknesses

#### ICT

Search and select info. Combine images/text Manipulate imagery

#### Motivation, engagement

Choice Active learning engaging subject matter nurturing intrinsic motivation

#### Numeracy

Calculating (scaling up etc) handling data

<b>SCHEME OF WORK</b>	<b>Theme</b>	<b>HEROES</b>	<b>Year</b>	<b>9</b>
	Style/period/culture	Influence of Greek sculpture on contemporary Comic book heroes	Duration	12wks

### IMPACT – Level 5 target objectives: Most pupils

<b>Critical understanding</b> DEVELOP CONTEXT	<b>Creative making</b> EXPERIMENT REFINE	<b>Reflective recording</b> RECORD REVIEW	<b>Personal presentation</b> PERSONAL CONNECT	<b>RRS</b>
I explore ideas and select appropriate resources to develop my work. I competently analyse artwork and show an understanding of different ideas shown by different artists and cultures.	I explore a wide range of appropriate materials/techniques showing competent control. Competently evaluate my own and other artists work and show how my observations have been used to refine my own work.	I make insightful notes and record thoughts and observations from primary and secondary sources with direct relevance to my own ideas.	My outcomes realise my ideas and demonstrate adequate control.	Pupils discuss concept of heroism and what makes a hero. Are there different types of hero and can anyone be one? Understand how different cultures have used heroism for propaganda and as a metaphor for cultural identity. (Article 13, 29)

### INTENT – Description of aims and learning targets

Enable pupils to understand the concept of heroism and what this means in different cultural settings in relation to propaganda and cultural identity. Understand the link between techniques used in Greek sculpture and their influence on the appearance of modern-day comic book heroes. Explore personal heroes and identity, including tragic heroes and icons in American Pop art. Develop the ability to discuss issues as part of a forum; use ICT as part of the making process; develop students ability to work systematically and use a variety of different methods and materials; enable students to critically reflect on and adjust their work creating plans for progression; develop pupils ability to utilize a wide range of research resources, develop recording, investigating and analysing skills; develop the use of art specific language to express their views. Students will have well organised and presented work in their sketchbook that shows the progression of their ideas, their views and opinions in visual and other forms, and their development of a final piece.

### IMPLEMENTATION

Students will record and analyse first-hand observations, select from experience and imagination, and explore ideas for different purposes and audiences. Discuss and question critically and select from a range of visual and other information. They will evaluate their own and others work, express opinions and make reasoned judgements. Adapt and refine their work and plan and develop it in the light of their own and others work. Students will extend their experience of a range of materials and processes, including drawing, refining their control of tools and techniques, and experiment with and select methods and approaches. Students will analyse the visual and tactile qualities of materials and processes and how these can be manipulated to match ideas, purposes and audiences.

### KEYWORDS/CONCEPTS

Physicality, stance, back-story, anti-hero, villain, composition, propaganda, metaphor, onomatopoeia, diagonal, lines of force, types of hero (human rights, sporting, scientific, political, music etc), Personal qualities of a hero. Can anyone be a hero?

### ILLUSTRATIVE EXAMPLES: Artists works

Laocoon and sons 175-50  
Michaelangelo 'David' 1501-04  
Gericault 'Raft of the medusa'  
Andy Warhol 'Marylyn series'  
Frank Miller 'Sin city'

#### Thinking skills

literacy

#### Assessment for learning

ICT

#### Motivation, engagement

#### Numeracy

Identify problems create ideas plan and try options apply methods to solutions

Speaking & listening reading use writing frames

Individuals set targets meet targets review work identify strengths & weaknesses

Search and select info. Combine images/text Manipulate imagery

Choice Active learning engaging subject matter nurturing intrinsic motivation

Calculating (scaling up etc) handling data