



Art and Design 5 Year Subject Plan

Year	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
7	Rotation 1: <ul style="list-style-type: none"> • Portraiture • Base line assessment • Development of observational skills • Contextual understanding of portraiture. • Development of the formal elements • Line /shape/tone • Shape • Proportion • Detail • Tone • Form 	Rotation 2: <ul style="list-style-type: none"> • Lego characters • Development of the formal elements • Colour application/form • Development of pencil skills /Techniques • Development of an idea/ character • Composition including Backgrounds landscapes 	Rotation 3: <ul style="list-style-type: none"> • Investigating and exploring Pattern • Contextual understanding of Artists and pattern /cultural patterns • Formal elements • Line • Shape • Composition • Colour • Detail/texture • Design 			n/a
Assessments	Project marked out of 15 including the final outcome Shape-5 Proportion-5 Observation skill-5	Project marked out of 15 Including the final outcome Application of colour -5 Composition -5 Skill -5	Project marked out of 15 Including the final outcome Investigation-5 Composition-5 Skill-5			
8	Rotation 1: <ul style="list-style-type: none"> • Shoes Development of observational skills • Developing Formal elements • Line /shape/ Tone • Mark making detail 	Rotation 2: <ul style="list-style-type: none"> • Formal elements /Colour • Colour theory/colour mixing/colour spectrum. • Contextual studies of Artists and colour use • Introduction of Wet mediums • Developing Painting skills. • Understanding styles and movements in art • 	Rotation 3: <ul style="list-style-type: none"> • Developing ideas : • Understanding Contextual studies/ Surrealist Movement in Art. • Artists Rene Magritte/Salvador Dali • Applying contextual Learning in Development of Ideas • Composition • Applying formal elements, shape, proportion, tone and colour. 			n/a
Assessments	Project marked out of 15 including the final outcome shape -5 Application of tone-5 Skill-5	Project marked out of 15 including the final outcome Colour mixing -5 Application of colour & colour theory-5 Skill-5	Project marked out of 15 including the final outcome Composition-5 Application of colour -5 Skill-5			

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9	<p>Skills Project/foundation of techniques and materials.</p> <ul style="list-style-type: none"> • Natural Forms • Formal Elements./ How to Describe using 2d techniques • Observation/ Primary and secondary source • Line • Shape • Form • Mark making and detail 	<ul style="list-style-type: none"> • Natural Forms • Techniques and materials • Formal elements • Describe colour • Investigate dry and wet materials • Using tone in colour to create form. • Introducing print making techniques • Holograph /shape/recycled materials • Lino cut line and shape 	<ul style="list-style-type: none"> • Natural forms • Investigating 3d Techniques and materials. • Contextual reference artist Kate Malone/Keith Randell • Developing design ideas 	<ul style="list-style-type: none"> • Developing knowledge of working with Clay. • Response -Producing Clay pot outcome • Evaluation 	<ul style="list-style-type: none"> • Natural forms • Formal elements • Pattern based project • Graphics • Observational studies ,Primary and secondary • Visit the Botanical Gardens –Primary source • Contextual studies • Contemporary and traditional artists • William Morris • /Beatrice Milhaze /Millie Marotta /Abby Diamond 	<ul style="list-style-type: none"> • Response Postcard design • Investigation of styles and movements in art • Develop ideas combining observation and contextual information • Develop composition • Investigate Digital Media • Develop out comes using Photo shop /Digital Media • Student Response • Completed celebration postcard for the arts Department
Assessments	<p>Project marked out of 15 including the final outcome</p> <p>Accuracy to shape-5 Applying tonal detail-5 Describing using mark making -5</p>	<p>Project marked out of 15 including the final outcome.</p> <p>Describing using colour-5 Application of material-5 Demonstrating Skill -5</p>	<p>Project marked out of 15 including the final outcome</p> <p>Referencing and researching artists-5 Developing Ideas -5 Demonstrating skills -5</p>	<p>Project marked out of 15 including the final outcome</p> <p>Investigating design -5 Making with clay-5 Final outcome and project skills -5</p>	<p>Project marked out of 15 including the final outcome</p> <p>Investigating artists-5 Investigating materials -5 Demonstration of skills -5</p>	<p>Project marked out of 15 including the final outcome</p> <p>Design Ideas -5 Final post card design -5 Demonstration of skills -5</p>
10	<ul style="list-style-type: none"> • GCSE Theme related portfolio. <p>Students are given a stimulus/title (Marine Life ,Birds , Animals, the zoo). Previous learning is used to develop work. Work shop lessons:</p> <ul style="list-style-type: none"> • AO3:Record observations to aid development(Workshops –Drawing, photography, texture ,colour. 	<p>GCSE Development of ideas compositions. Continued investigations Investigation of materials.</p> <p>Workshops in:</p> <ul style="list-style-type: none"> • Painting Acrylic • Multi media • Printmaking • Explore <p>AO1: Research (images, contextual reference given artists styles and movement. AO2: Workshops in materials and techniques. How to contextualise reference artists and styles</p>	<p>GCSE Continued development of :</p> <ul style="list-style-type: none"> • AO1 • AO2 • AO3 • Introduction of • AO4. Respond <p>Develop ideas for individual responses. Combine artist research Materials and techniques Observations. Develop personal responses and ideas</p>	<ul style="list-style-type: none"> • AO4 :Select and Create <p>Analyse ideas, select an appropriate response from investigations.</p> <p>AO4: Create a final conclusion.</p>	<ul style="list-style-type: none"> • AO4:Personal Response • Complete and refine final conclusion personal response 	<p>Introduce Exam style question independent selection from a number given starting points</p> <ul style="list-style-type: none"> • Research • Record • Investigate

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	<p>BTEC/ Unit one brief Research the brief. Respond covering formal element. Workshop investigations Explore practitioner related work /career Workshop Fine Art/ Printmaking /Painting</p>	<p>BTEC/ Unit one brief Research the brief. Respond covering formal element. Workshop investigations Explore related practitioner work /career Personal Fine Art/ Printmaking Response.</p>	<p>BTEC/ Unit one brief Research the brief. Respond covering formal element. Workshop investigations Explore related practitioner work /career Workshop Graphics Logo designs Photoshop products ideas</p>	<p>BTEC/ Unit one brief Research the brief. Respond covering formal element. Workshop investigations Explore related practitioner work /career Response Graphics Logo designs Photoshop products ideas</p>	<p>BTEC/ Unit one brief Research the brief. Respond covering formal element. Workshop investigations Explore related practitioner work /career 3D craft Workshop</p>	<p>BTEC/ Unit one brief Research the brief. Respond covering formal element. Workshop investigations Explore related practitioner work /career 3D craft Response</p>
Assessments	<p>BTECLevel1/Pass/Merit /distinction GCSE marked out of 96, four objectives 24 marks each</p>	<p>BTECLevel1/Pass/Merit /distinction GCSE marked out of 96 four objectives 24 marks each</p>	<p>BTECLevel1/Pass/Merit /distinction GCSE marked out of 96 four objectives 24 marks each</p>	<p>BTECLevel1/Pass/Merit /distinction GCSE marked out of 96 four objectives 24 marks each</p>	<p>BTECLevel1/Pass/Merit /distinction GCSE marked out of 96 four objectives 24 marks each</p>	
11	<p>GCSE Continued Exam style question Develop AO1, AO2, and AO3.</p> <p>Investigate conclusion AO4</p> <p>BTEC Unit 4 Second component Short unit exploring 3D sculpture</p> <p>BTEC unit 5 producing a portfolio Ongoing alongside the work being produced. Workshops on how to present a portfolio. Contextual reference Research of artists exhibitions /websites /Instagram /social media</p>	<p>GCSE</p> <ul style="list-style-type: none"> Final Conclusion Complete Final Conclusion Mock Exam <p>BTEC Student personal response to 3d design brief.</p>	<ul style="list-style-type: none"> GCSE Exam paper launched BTEC External task launched 	<ul style="list-style-type: none"> GCSE Development of independent project BTEC Development of response to the selected brief 	<p>GCSE External exam</p> <p>BTEC External Exam</p> <p>BTEC Response to Portfolio brief completed.</p>	
	<p>BTEC-Level1/Pass/Merit /distinction GCSE marked out of 96 four objectives 24 marks each</p>	<p>BTEC-Level1/Pass/Merit /distinction GCSE marked out of 96, four objectives 24 marks each</p>			<p>BTEC –External brief marked out of 20 GCSE External exam marked out of 96 Four objectives 24 marks each</p>	