

| Topic                 | No of lessons   | Key knowledge and skills  | Resources           | Progression and links  | Pillar (KS3 only)   | SEND/ More able  | Assessment & recording; factual recall checks  |
|-----------------------|-----------------|---|---------------------|--|---|--|--|
| <u>History of Art</u> | 2 PER FORTNIGHT | <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- Discover and learn about a range of artists, historical and contemporary.</li> <li>- Understand Ancient art, Renaissance, Baroque, Impressionism, Post-impressionism, Expressionism, Cubism, Dada, Surrealism, Abstract expressionism, Pop art, Op art and Modern art</li> <li>- Knowledge of movements and key dates.</li> <li>- Knowledge of a range of artist styles and mediums.</li> <li>- <b>Elements of Art.</b></li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>- Analysing and evaluating work and the work of others.</li> <li>- Researching</li> <li>- Investigating</li> <li>- Creativity</li> <li>- Analysing</li> <li>- Forming opinions and judgements</li> <li>- <b>Observation and Awareness when drawing</b></li> </ul> | Resources on teams. | <p><b>CEIAG</b></p> <p>Learning about practising artists. Learning about the various career pathways in Art &amp; Design through discussion.</p> <p><b>SMSC</b></p> <p>Developing views, feelings and issues whilst making personal responses or when writing about artists' work. Exploring how views differ and gaining an understanding of artworks.</p> <p><b>NUMERACY</b></p> <p>Remembering key dates of art movements.</p> <p><b>LITERACY</b></p> <p>Key Terms on PowerPoint slides<br/>Development of literacy through analysis and evaluation.<br/>SPAG checked when work is marked.<br/>Writing frames are provided to support students writing.</p> | <p><b>Mathematics</b></p> <p>See numeracy links and assessment using a ruler and measuring.</p> <p><b>Creativity</b></p> <p>Students produce elements of art on creative page<br/>Complete a range of designs.</p> <p><b>Writing</b></p> <p>Students have to produce a research page x2. Their writing is assessed on the elements of art analysis.</p> <p><b>These are specific tasks for the students linking to the pillars, but each pillar has overarching links; the overview is in the front of their books.</b></p> | <p><b>SEND</b></p> <p>Provide tracing and copying facilities wherever possible to support the development of fine motor skills.</p> <p>Provide one-to-one support where possible and do small demonstrations on scrap pieces of paper.</p> <p>Create visual aids to help students with friendly reminders.</p> <p>Provide good resources on the whiteboard and/or hand-outs.</p> <p>Provide flexibility with materials and tools.</p> <p><b>MORE ABLE</b></p> <p>If a student finishes their work quickly, ask them to check it and think about how <b>they</b> might improve it.</p> <p>Have an extension box in the classroom filled with interesting work.</p> <p>Set additional challenges as part of CTG work.</p> <p><i>Each student will achieve the best and most personal outcome that they are capable of, demonstrated by an assessment at the end of the project/activity.</i></p> | <p><b>FORMATIVE</b></p> <p>Provide ongoing verbal feedback throughout the lessons.</p> <p>Provide written feedback in red pen where necessary, not always with a close-the-gap task.</p> <p><b>SUMMATIVE</b></p> <p>Knowledge and skills assessment.</p> <p><b>FACTUAL RECALL</b></p> <p>Testing prior knowledge in starter activities/plenary activities.</p> |

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| <u>COLOURS IN THE NATURAL WORLD</u> | 2 PER FORTNIGHT | <p><u>KNOWLEDGE</u></p> <ul style="list-style-type: none"> <li>- Knowledge of movements and key dates exploring great artists; Henri Matisse and Vincent Van Gogh.</li> <li>- Knowledge of a range of artist styles and mediums.</li> <li>- Colour Theory; primary, secondary, complimentary, tertiary and harmonious.</li> <li>- Composition.</li> <li>- Understand watercolour and its properties.</li> </ul> <p><u>SKILLS</u></p> <ul style="list-style-type: none"> <li>- Analysing and evaluating work and the work of others.</li> <li>- Forming opinions and judgements</li> <li>- Watercolour</li> <li>- Mark-Marking</li> <li>- Drawing</li> <li>- Collage</li> <li>- 3D response</li> </ul> | Resources on teams. | <p><u>CEIAG</u></p> <p>Learning about practising artists.<br/>Learning about the various career pathways in Art &amp; Design through discussion.</p> <p><u>SMSC</u></p> <p>Developing views, feelings and issues whilst making personal responses or when writing about artists' work.<br/>Exploring how views differ and gaining an understanding of artworks.</p> <p><u>NUMERACY</u></p> <p>Remembering key dates of art movements.</p> <p><u>LITERACY</u></p> <p>Key Terms on PowerPoint slides<br/>Development of literacy through analysis and evaluation.<br/>SPAG checked when work is marked.<br/>Writing frames are provided to support students writing.</p> | <p><u>Mathematics</u></p> <p>See numeracy links within colour mixing.</p> <p><u>Creativity</u></p> <p>Students produce a range of outcomes expressing personal outcomes such as, mark making, collage and prints.</p> <p><u>Writing</u></p> <p>Students have to produce a research page x2. Their writing is assessed on one of the research pages.</p> <p><b>These are specific tasks for the students linking to the pillars, but each pillar has overarching links; the overview is in the front of their books.</b></p> | <p><u>SEND</u></p> <p>Provide tracing and copying facilities wherever possible to support the development of fine motor skills.</p> <p>Provide one-to-one support where possible and do small demonstrations on scrap pieces of paper.</p> <p>Create visual aids to help students with friendly reminders.</p> <p>Provide good resources on the whiteboard and/or hand-outs.</p> <p>Provide flexibility with materials and tools.</p> <p><u>MORE ABLE</u></p> <p>If a student finishes their work quickly, ask them to check it and think about how <b>they</b> might improve it.</p> <p>Have an extension box in the classroom filled with interesting work.</p> <p>Set additional challenges as part of CTG work.</p> <p><i>Each student will achieve the best and most personal outcome that they are capable of, demonstrated by an assessment at the end of the project/activity.</i></p> | <p><u>FORMATIVE</u></p> <p>Provide ongoing verbal feedback throughout the lessons.</p> <p>Provide written feedback in red pen where necessary, not always with a close-the-gap task.</p> <p><u>FACTUAL RECALL</u></p> <p>Testing prior knowledge in starter activities/plenary activities.</p> |

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| <u>INTO THE WILD</u> | 2 PER FORTNIGHT | <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- Knowledge of movements and key dates.</li> <li>- Knowledge of a range of artist styles and mediums.</li> <li>- Colour Theory; primary, secondary, complimentary, tertiary and harmonious.</li> <li>- Composition.</li> <li>- Understand oil pastels and their properties</li> <li>- Texture – how to create and use</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>- Analysing and evaluating work and the work of others.</li> <li>- Forming opinions and judgements</li> <li>- Mark-Marking</li> <li>- Drawing</li> <li>- 3D response(Cardboard)</li> <li>- Developing Ideas</li> <li>- Painting</li> <li>- Oil pastel</li> <li>- Colouring pencils</li> <li>- Printmaking</li> </ul> | Resources on teams. | <p><b>CEIAG</b></p> <p>Learning about practising artists.</p> <p>Learning about the various career pathways in Art &amp; Design through discussion.</p> <p><b>SMSC</b></p> <p>Developing views, feelings and issues whilst making personal responses or when writing about artists' work.</p> <p>Exploring how views differ and gaining an understanding of artworks.</p> <p><b>NUMERACY</b></p> <p>Remembering key dates of art movements.</p> <p>Using a ruler and measurements to help support 3D work.</p> <p><b>LITERACY</b></p> <p>Key Terms on PowerPoint slides</p> <p>Development of literacy through analysis and evaluation.</p> <p>SPAG checked when work is marked.</p> <p>Writing frames are provided to support students writing.</p> | <p><b>Mathematics</b></p> <p>See numeracy links within colour mixing.</p> <p><b>Creativity</b></p> <p>Students produce a range of outcomes expressing personal outcomes such as drawing their favourite animal, design ideas and final pieces.</p> <p><b>Writing</b></p> <p>Students have to produce a research page x2.</p> <p><b>These are specific tasks for the students linking to the pillars, but each pillar has overarching links; the overview is in the front of their books.</b></p> | <p><b>SEND</b></p> <p>Provide tracing and copying facilities wherever possible to support the development of fine motor skills.</p> <p>Provide one-to-one support where possible and do small demonstrations on scrap pieces of paper.</p> <p>Create visual aids to help students with friendly reminders.</p> <p>Provide good resources on the whiteboard and/or hand-outs.</p> <p>Provide flexibility with materials and tools.</p> <p><b>MORE ABLE</b></p> <p>If a student finishes their work quickly, ask them to check it and think about how <b>they</b> might improve it.</p> <p>Have an extension box in the classroom filled with interesting work.</p> <p>Set additional challenges as part of CTG work.</p> <p><i>Each student will achieve the best and most personal outcome that they are capable of, demonstrated by an assessment at the end of the project/activity.</i></p> | <p><b>FORMATIVE</b></p> <p>Provide ongoing verbal feedback throughout the lessons.</p> <p>Provide written feedback in red pen where necessary, not always with a close-the-gap task.</p> <p><b>SUMMATIVE</b></p> <p>Knowledge and skills assessment.</p> <p><b>FACTUAL RECALL</b></p> <p>Testing prior knowledge in starter activities/plenary activities.</p> |