

| Year Group | Term                           | Key Themes (Intent)  | Link to SOW/resources (Implementation)                | Assessments (Implementation)   | Specification Links  | Fundamental Skills  | Misconceptions  | SMSC/Fundamental British Values Links   | Careers Context/Opportunities   | Computing/Literacy/Numeracy Opportunities   | Link to HT's report-impact   | Assessment Objectives   |   |
|------------|--------------------------------|--|---|--|--|---|---|---|---|---|--|---|---|
| Y7         | HT1A - The Voyage of Discovery | Fantasy Island<br><br>In this unit, students will learn about a variety of watercolour artists, their use of subtle colour, the reasons for this and the way in which watercolour paint works.<br>They will look at the colour hierarchy; Primary, Secondary, Tertiary and how to mix. They will develop their drawing, pencil handling, shading and rendering skills.   | <a href="#">T:\Art\Year 7\HT1 Voyage of discovery</a> | Summative Assessment - To create a Watercolour landscape painting . They will show watercolour painting skills, ability to create a research page including annotation and typography, they will create a map of their fantasy Island which will match up with their Geography assessment - Rubric | Produce creative work, exploring their ideas and recording their experiences Become proficient in drawing, painting, sculpture and other art, craft and design techniques. | Fundamental Skills include but are not limited to; Measured drawing, observational drawing, pencil control, gradient shading. | Students will try to press on the paper hard. Students will understand a soft and broken line looks more realistic and that it is easier to rub out if they make a mistake.                                       | Looking at the landscape of Britain, both social and cultural. They will investigate the implications of putting together a community and what makes an effective society. They will look to avoid pitfalls of modern western communities by discussing historical problems before arriving at their own conclusions. | The creative industries are the fastest growing part of the UK economy. They are defined by the UK government as "those industries which have their origin in individual creativity, skill and talent and which have a potential for wealth and job creation through the generation and exploitation of intellectual property". | CPU: Computers are used to facilitate research. Lit: Annotation Num: Students use division for creating titles  | <a href="#">T:\Data\2018-19\HT2b HT Reports</a>  | AO1: Develop ideas through investigations, demonstrating critical understanding of sources.<br>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.<br>AO3: Record ideas, observations and insights relevant to intentions as work progresses. |   |
|            | HT1B - The Voyage of Discovery |  | <a href="#">T:\Art\Year 7\HT1 Voyage of discovery</a> | Summative Assessment - To create a Watercolour landscape painting . They will show watercolour painting skills, ability to create a research page including annotation and typography, they will create a map of their fantasy Island which will match up with their Geography assessment - Rubric |  | Fundamental Skills include but are not limited to; watercolour painting, colour mixing, brush control.                        | Some students will draw the mountains separately rather than making them touch to create depth and perspective. Some students will draw the mountains all the same size rather than varying the width and height. |   | The creative industries are the fastest growing part of the UK economy. They are defined by the UK government as "those industries which have their origin in individual creativity, skill and talent and which have a potential for wealth and job creation through the generation and exploitation of intellectual property". | CPU: Computers are used to facilitate research. Lit: Annotation Num: Students use division for creating titles  | <a href="#">T:\Data\2018-19\HT2b HT Reports</a>  | AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.   |   |
|            | HT2A - Eastern Promise         | India Mod-Roc handling<br><br>In this unit students will focus on 3D modelling skills. They will use a variety of materials including mod roc to create a mod roc Slum based on Dharavi. They will investigate traditional Indian patterns and the reasons for their use. This will culminate in a parental invite to view their work. They will produce a research page including; initial sketches, artist/technique research, annotation of their own and other artists work. | <a href="#">T:\Art\Year 7\HT2 Slums</a>               | Summative Assessment - To create a Mod Roc 3D Indian Slum. They will show mod roc handling skills, ability to create a research page including annotation and typography - Rubric  | Produce creative work, exploring their ideas and recording their experiences Become proficient in drawing, painting, sculpture and other art, craft and design techniques  |   | Fundamental Skills include but are not limited to; handling mod roc, craft knife cutting, glueing, handling of cardboard, using a variety of cutting and glueing techniques/methods.                              | Pupils must ensure they use the craft knife/cutting mat correctly. Always cutting away from their supporting hand, they will need to press the blade through the card before cutting. They will need to ensure the glue on the tape is activated by heat and touch, ensuring that no trailing edges are left.         | Looking at traditional Indian patterns and culture. Learning how other cultures live and the history in which sections of British community are grounded.   | The creative industries are the fastest growing part of the UK economy. They are defined by the UK government as "those industries which have their origin in individual creativity, skill and talent and which have a potential for wealth and job creation through the generation and exploitation of intellectual property". | CPU: Computers are used to facilitate research. Lit: Annotation Num: Students use division for creating titles | <a href="#">T:\Data\2018-19\HT2b HT Reports</a>   | AO1: Develop ideas through investigations, demonstrating critical understanding of sources.<br>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.<br>AO3: Record ideas, observations and intentions relevant to intentions as work progresses. |
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|            | HT3A - Unfair World            | Unfair World<br><br>For this unit of work students will work to create a variety of slavery portraits. They will research other examples through collecting visual and written forms of information. They will produce initial design drawings using existing examples, they will annotate their drawing carefully, noting feasibility and resources etc.  | <a href="#">T:\Art\Year 7 ART</a>                     | Summative Assessment - To create a Slave portrait. They will show drawing skills, rendering, developing an idea, experimenting with media - Rubric   | Produce creative work, exploring their ideas and recording their experiences Become proficient in drawing, painting, sculpture and other art, craft and design techniques  |   | Fundamental Skills include but are not limited to; Measured drawing, observational drawing, pencil control, gradient shading.   | Students must work methodically. Rushing will not result in good quality work.  | Looking at motivations behind good/bad. Where unfairness occurs in society and how this is dealt with.  | The creative industries are the fastest growing part of the UK economy. They are defined by the UK government as "those industries which have their origin in individual creativity, skill and talent and which have a potential for wealth and job creation through the generation and exploitation of intellectual property". | CPU: Computers are used to facilitate research. Lit: Annotation Num: Students use division for creating titles | <a href="#">T:\Data\2018-19\HT2b HT Reports</a>   | AO1: Develop ideas through investigations, demonstrating critical understanding of sources.<br>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.<br>AO3: Record ideas, observations and   |

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| Y8 | HT1A - Restless Earth     | Investigating mountain formation through Art<br>In this unit, students will investigate the formation of mountains in the UK. They will study the Artist Kurt Jackson and produce a series of Landscapes, they will also illustrate their understanding through annotation of both the artists work and that of their own.  | T:\Art\Year 8\HT1 -Restless Earth | Summative Assessment<br>- To create landscape based on local geography and linked to the work of Kurt Jackson. They will show painting skills, annotation, experimenting with media - Rubric | Produce creative work, exploring their ideas and recording their experiences Become proficient in drawing, painting, sculpture and other art, craft and design techniques | Fundamental Skills include but are not limited to; watercolour painting, colour mixing, brush control.                                     | Students will need to be aware of the impact of water on acrylic paint. They will need to ensure they show depth in their painting and utilise tecture to this end. | The formation of modern Britain, how this impacted industry and communities. Cohesion and development, moral impact of industrial decline. Aberfan as a case study.   | The <b>creative industries</b> are the fastest growing part of the <b>UK economy</b> . They are defined by the <b>UK</b> government as "those <b>industries</b> which have their origin in individual <b>creativity</b> , skill and talent and which have a potential for wealth and job creation through the generation and exploitation of intellectual property".   | CPU: Computers are used to facilitate research. Lit: Annotation Num: Students use division for creating titles | \\BHSFILE01\StaffShared\S\Data\2018-19\HT2b HT Reports | AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.   |
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|    | HT2A - The Changing World | The Holocaust-portraits of the persecuted<br>In this unit students will investigate Holocaust Art. The reasons for it and its role in the modern cultural landscape. They will predominantly study Frank Auerbach & Chritian Boltanski, focussing on their darker works. They will also illustrate their understanding through annotation of both the artists work and that of their own. | T:\Art\Year 8 ART                 | Summative Assessment<br>- To create large scale painting based on the Holocaust. They will show tonal painting skills, annotation, experimenting with media - Rubric                         | Produce creative work, exploring their ideas and recording their experiences Become proficient in drawing, painting, sculpture and other art, craft and design techniques | Fundamental Skills include but are not limited to; Measured drawing, observational drawing, pencil control, gradient shading.              | Students will begin to develop their understanding that artwork can convey deep emotions, be used as a recording device and is not merely pretty pictures.          | Arts relevance in modern Britain, its ability to challenge and question horrific events and to act as a legitimate way to record feelings and emotions.   | The contribution made by the UK arts and culture industry* is measurable in terms of direct impact, indirect value through generated jobs supported by industries that supply goods and services to arts and culture organisations, and the induced impact from calculating the effects of spend by culture industry employees in the wider economy.<br><br>Based on the Arts Council England report commissioned from the Centre for Economic and Business Research (CEBR), the arts and culture industry in 2016 was responsible for:<br><br>£21.2bn in direct turnover<br>£10.8bn in Gross Value Added (GVA), with £8.6bn of this generated by the market segment of the industry and the remaining £2.2bn contributed by the non-market organisations<br>137,250 jobs<br>£6.1bn in employee compensation<br>When indirect and induced effects are also added in, the arts and culture industry is estimated to have supported £48bn in turnover, £23bn in GVA, 363,713 jobs and £13.4bn in employee compensation.<br><br>*includes book publishing, sound recording and movie publishing, performing arts, artistic roles/allied-health-professionals/roles-allied-health-professionals/art-therapistart-psychotherapist | CPU: Computers are used to facilitate research. Lit: Annotation Num: Students use division for creating titles | \\BHSFILE01\StaffShared\S\Data\2018-19\HT2b HT Reports | AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. |
|    | HT2B - The Changing World | The Holocaust-portraits of the persecuted<br>In this unit students will investigate Holocaust Art. The reasons for it and its role in the modern cultural landscape. They will predominantly study Frank Auerbach & Chritian Boltanski, focussing on their darker works. They will also illustrate their understanding through annotation of both the artists work and that of their own. | T:\Art\Year 8 ART                 | Summative Assessment<br>- To create large scale painting based on the Holocaust. They will show tonal painting skills, annotation, experimenting with media - Rubric                         |   | Fundamental Skills include but are not limited to; drawing with charcoal/using rubber to create light.                                     | Students will learn that traditional ideas of drawing are not the only methods,   | Arts relevance as a meaningful form of self expression and mood mediation. Using Art as a legitimate form of mental health therapy in a growing mental health epidemic in modern British society and schools in particular. | <a href="https://www.healthcareers.nhs.uk/explore-roles/allied-health-professionals/roles-allied-health-professionals/art-therapistart-psychotherapist">https://www.healthcareers.nhs.uk/explore-roles/allied-health-professionals/roles-allied-health-professionals/art-therapistart-psychotherapist</a>  | CPU: Computers are used to facilitate research. Lit: Annotation Num: Students use division for creating titles | \\BHSFILE01\StaffShared\S\Data\2018-19\HT2b HT Reports |   |

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|    | <p><b>HT3A - Diverse Realms</b></p> <p>Amazonian Tribes</p> <p>In this unit students will investigate The Art and expression of Amazonian Tribes people. The reasons for it and its role in the modern cultural landscape. They will work to develop a Tribal mask. They will also illustrate their understanding through annotation of both the artists work and that of their own.</p>   | T:\Art\Year 8 ART                 | Summative Assessment - To create Amazonian Tribal mask . They will show gradient painting skills using acrylic, annotation, experimenting with media - Rubric | Produce creative work, exploring their ideas and recording their experiences Become proficient in drawing, painting, sculpture and other art, craft and design techniques                          | Fundamental Skills include but are not limited to; drawing for design, research, use of apt colour, colour mixing.   | That the first design is not always the best and that making multiple designs almost always improved outcome.                                  | Building knowledge of diverse living and diverse cultures within the global community.   | <a href="https://www.theartcareerproject.com/careers/graffiti-art/">https://www.theartcareerproject.com/careers/graffiti-art/</a>   | CPU: Computers are used to facilitate research. Lit: Annotation Num: Students use division for creating titles                    | \\BHSFILE01\StaffShared\$\Data\2018-19\HT2b HT Reports   | AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. |
|    | <p><b>HT3A - Diverse Realms</b></p> <p>Amazonian Tribes</p> <p>In this unit students will investigate The Art and expression of Amazonian Tribes people. The reasons for it and its role in the modern cultural landscape. They will work to develop a Tribal mask. They will also illustrate their understanding through annotation of both the artists work and that of their own.</p>   | T:\Art\Year 8 ART                 | Summative Assessment - To create Amazonian Tribal mask . They will show gradient painting skills using acrylic, annotation, experimenting with media - Rubric |  | Fundamental Skills include but are not limited to; handling mod roc, craft knife cutting, glueing, handling of cardboard, using a variety of cutting and glueing techniques/methods.   |  | Mod roc must be correctly activated and smoothed out.  | Building knowledge of diverse living and diverse cultures within the global community.  | <a href="https://www.theartcareerproject.com/careers/graffiti-art/">https://www.theartcareerproject.com/careers/graffiti-art/</a> | CPU: Computers are used to facilitate research. Lit: Annotation Num: Students use division for creating titles | \\BHSFILE01\StaffShared\$\Data\2018-19\HT2b HT Reports  |
| Y9 | <p><b>HT1A - America 1920-70s/Vietnam War/Protest Art</b></p> <p>Protest Art. Intro/Drawing</p> <p>In this unit students will study Americas response to the Vietnam War, the build up, the aftermath and the cultural impact on society. They will investigate traditional and non traditional drawing techniques.</p>  | Drawing                           | Summative Assessment - Portrait created in 2 hour exam conditions/AO4   | 1) Use a range of techniques to record observations. 2) Use a range of techniques and media including painting 3) Increase proficiency in handling materials. 4) History of Art, Craft and design. | Fundamental Skills include but are not limited to; Measured drawing, observational drawing, pencil control, gradient shading.  | Shading by smudging, drawing from memory   | Investigating the moral arguement against war. The implications of war on society and the idea that people have a moral obligation to speak out against war in Modern society.   | <a href="https://targetcareers.co.uk/careers/arts-and-creative/894045-careers-in-art-and-design">https://targetcareers.co.uk/careers/arts-and-creative/894045-careers-in-art-and-design</a> | CPU: Computers are used to research various example os typography Lit: Annotation Num: Students use division for creating titles  | \\BHSFILE01\StaffShared\$\Data\2018-19\HT2b HT Reports   | AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. |
|    | <p><b>HT1A - America 1920-70s/Vietnam War/Protest Art</b></p> <p>Protest Art. Intro/Drawing/Acrylic portraits/Photo-shop/Markers/Sharpies/mixed media</p> <p>In this unit students will continue to build upon their investigation but will now take a lead in directing their investigation and response using mixed media and more expressive techniques and materials. They will then explore layering and combining printing techniques.</p> | MJ Lee                            | Summative Assessment - Painting created in 2 hour exam conditions/AO4   | 1) Use a range of techniques to record observations. 2) Use a range of techniques and media including painting 3) Increase proficiency in handling materials. 4) History of Art, Craft and design. | Fundamental Skills include but are not limited to; Collage, Montage, Acrylic handling, mixing colours, brush control, pen control, gradient shading, painting with waterbased markers. | Students must work methodically. Rushing will not result in good quality work.   | Investigating the moral arguement against war. The implications of war on society and the idea that people have a moral obligation to speak out against war in Modern society.   | <a href="https://targetcareers.co.uk/careers/arts-and-creative/894045-careers-in-art-and-design">https://targetcareers.co.uk/careers/arts-and-creative/894045-careers-in-art-and-design</a> | CPU: Computers are used to research various example os typography Lit: Annotation Num: Students use division for creating titles  | \\BHSFILE01\StaffShared\$\Data\2018-19\HT2b HT Reports   | AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. |
|    | <p><b>HT2A- Globalisation/Sweatshops/No logo</b></p> <p>Slum Portraits/Homeless - Expressive drawing/mark making/typography</p> <p>Students will investigate; global poverty, child slavery and child exploitation. They will continue their investigation into expressive Art by now applying the techniques and methods learned to the more traditional discipline of drawing.</p>   | Child slavery                     | Summative Assessment - Linoprint created in 2 hour exam conditions/AO4  | 1) Use a range of techniques to record observations. 2) Use a range of techniques and media including painting 3) Increase proficiency in handling materials. 4) History of Art, Craft and design. | Fundamental Skills include but are not limited to; Monoprinting, ue of ink, expressive mark making, typography, expressive drawing   | Expressive mark making is free and has no rules. Students must understand they are not bound by traditional creative restraints.               | Investigating how their lives are enriched through the use of sweatshops and the suffering of others, the impact on modern British society and questioning wether we should always know where our consumables come from. | <a href="https://targetcareers.co.uk/careers/arts-and-creative/894045-careers-in-art-and-design">https://targetcareers.co.uk/careers/arts-and-creative/894045-careers-in-art-and-design</a> | CPU: Computers are used to research various example os typography Lit: Annotation Num: Students use division for creating titles  | \\BHSFILE01\StaffShared\$\Data\2018-19\HT2b HT Reports   | AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. |
|    | <p><b>HT2A- Globalisation/Sweatshops/No logo</b></p> <p>Slum Portraits/Homeless - Mono printing/mark making</p> <p>Students will now develop their exploratory work into an expressive background with a contrasting more detailed and traditional monoprnt overlay.</p>   | monoprinting                      | Summative Assessment - Pportrait created in 2 hour exam conditions/AO4  | 1) Use a range of techniques to record observations. 2) Use a range of techniques and media including painting 3) Increase proficiency in handling materials. 4) History of Art, Craft and design. | Fundamental Skills include but are not limited to; Monoprinting, use of ink, expressive mark making, typography, expressive drawing  | Excess ink must be removed before printing/however too much must not be removed. Every mark on the printing plate will show up on their print. | Investigating how their lives are enriched through the use of sweatshops and the suffering of others, the impact on modern British society and questioning wether we should always know where our consumables come from. | <a href="https://targetcareers.co.uk/careers/arts-and-creative/894045-careers-in-art-and-design">https://targetcareers.co.uk/careers/arts-and-creative/894045-careers-in-art-and-design</a> | CPU: Computers are used to research various example os typography Lit: Annotation Num: Students use division for creating titles  | \\BHSFILE01\StaffShared\$\Data\2018-19\HT2b HT Reports   | AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. |
|    | <p><b>HT3B- An Inspector Calls/Blood Brothers</b></p> <p>Visualisation of Literary Characters - Collage/Montage/Mixed media</p> <p>Students will begin to explore using literature as a starting point for the creative process. They will look at the career pathway of literary illustration and poster design.</p>  | An Inspector Calls-Blood Brothers | Summative Assessment - Sketchbook development A01/A02/A03   | 1) Use a range of techniques to record observations. 2) Use a range of techniques and media including painting 3) Increase proficiency in handling materials. 4) History of Art, Craft and design. | Fundamental Skills include but are not limited to; Research, annotation, drawing, painting, printing, digital media, typography.   | Merely copying an existing design will not suffice.  | Investigating the class struggle in Modern Britain, characterisation of political decisions and the implications of these on communities.  | <a href="https://targetcareers.co.uk/careers/arts-and-creative/894045-careers-in-art-and-design">https://targetcareers.co.uk/careers/arts-and-creative/894045-careers-in-art-and-design</a> | CPU: Computers are used to research various example os typography Lit: Annotation Num: Students use division for creating titles  | \\BHSFILE01\StaffShared\$\Data\2018-19\HT2b HT Reports   | AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. |

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|     | HT3B- Macbeth/Romeo & Juliet                       | Visualisation of Literary Characters - Collage/Montage/Mixed media<br>Students will now begin to create their own personal response to their investigations. This will culminate in an independent response which will be created under exam conditions. | <a href="#">T:\Art\Literature</a>   | Summative Assessment - 5 hour personal response/Exam conditions - A04 | 1) Use a range of techniques to record observations. 2) Use a range of techniques and media including painting 3) Increase proficiency in handling materials. 4) History of Art, Craft and design.                          | Fundamental Skills include but are not limited to; Research, annotation, drawing, painting, printing, digital media, typography.   | Merely copying an existing design will not suffice.   | Investigating modern society, gender roles, equality, peer pressure, toxic masculinity and femininity.                               | <a href="https://targetcareers.co.uk/career-sectors/arts-and-creative/894045-careers-in-art-and-design">https://targetcareers.co.uk/career-sectors/arts-and-creative/894045-careers-in-art-and-design</a> | CPU: Computers are used to research various example os typography<br>Lit: Annotation Num: Students use division for creating titles  | \\BHSFILE01\StaffShared\Data\2018-19\HT2b HT Reports | exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.<br>AO3: Record ideas, observations and insights relevant to intentions as work progresses.<br>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. |
| Y10 | HT1A - Extreme People/Extreme Lives 60% CW project | Extreme People/Extreme Lives 60% CW project. Intro/Drawing/Acrylic portraits/Photo-shop  | <a href="https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/assessment-resources">https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/assessment-resources</a> | Formative assessment- Highest grade for each AO given and averaged    | <a href="https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance">https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance</a> | Fundamental Skills include but are not limited to; understanding the theme, tonal development, researching ideas, researching an analysing an artist, developing a stencil., tonal painting, drawing with pen. | Students may not know expectations around presentation. Students should be shown a range of examples to discuss   | Investigating extreme people throughout history - Hitler/Stalin and/or Extreme living ie the Amazonian tribes/Slum dwellers in Lagos | <a href="https://targetcareers.co.uk/career-sectors/arts-and-creative/894045-careers-in-art-and-design">https://targetcareers.co.uk/career-sectors/arts-and-creative/894045-careers-in-art-and-design</a> | CPU: Computers are used to research various example os typography<br>Lit: Annotation accounts for 20% of overall mark at GCSE and is reflected as such in this KS3 body of work and assessment. Num: Students use division for creating titles | \\BHSFILE01\StaffShared\Data\2018-19\HT2b HT Reports | AO1: Develop ideas through investigations, demonstrating critical understanding of sources.<br>AO2: Refine work by exploring ideas, selecting and   |
|     | HT1B - Extreme People/Extreme Lives 60% CW project | Extreme People/Extreme Lives 60% CW project - Mono Printing/expressive surface exploration   | <a href="https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/assessment-resources">https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/assessment-resources</a> | Formative assessment- Highest grade for each AO given and averaged    | <a href="https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance">https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance</a> | Fundamental Skills include but are not limited to; understanding the theme, tonal development, researching ideas, researching an analysing an artist, developing a stencil., tonal painting, drawing with pen. | Students will try to press on hard with the pencil to create tone rather than build tone up through layering. This will be addressed in the QA during the activate part of the lesson.                    | Investigating extreme people throughout history - Hitler/Stalin and/or Extreme living ie the Amazonian tribes/Slum dwellers in Lagos | <a href="https://targetcareers.co.uk/career-sectors/arts-and-creative/894045-careers-in-art-and-design">https://targetcareers.co.uk/career-sectors/arts-and-creative/894045-careers-in-art-and-design</a> | CPU: Computers are used to research various example os typography<br>Lit: Annotation accounts for 20% of overall mark at GCSE and is reflected as such in this KS3 body of work and assessment. Num: Students use division for creating titles | \\BHSFILE01\StaffShared\Data\2018-19\HT2b HT Reports | experimenting with appropriate media, materials, techniques and processes.<br>AO3: Record ideas, observations and insights relevant to intentions as work progresses.   |
|     | HT2A - Extreme People/Extreme Lives 60% CW project | Extreme People/Extreme Lives 60% CW project - Lino printing/mark making  | <a href="https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/assessment-resources">https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/assessment-resources</a> | Formative assessment- Highest grade for each AO given and averaged    | <a href="https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance">https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance</a> | Fundamental Skills include but are not limited to; understanding the theme, tonal development, researching ideas, researching an analysing an artist, developing a stencil., tonal painting, drawing with pen. | Some students will simply try to copy the information down. Explain that this will get them minimum marks and that they should use the guidelines to help identify what information they need to include. | Investigating extreme people throughout history - Hitler/Stalin and/or Extreme living ie the Amazonian tribes/Slum dwellers in Lagos | <a href="https://targetcareers.co.uk/career-sectors/arts-and-creative/894045-careers-in-art-and-design">https://targetcareers.co.uk/career-sectors/arts-and-creative/894045-careers-in-art-and-design</a> | CPU: Computers are used to research various example os typography<br>Lit: Annotation accounts for 20% of overall mark at GCSE and is reflected as such in this KS3 body of work and assessment. Num: Students use division for creating titles | \\BHSFILE01\StaffShared\Data\2018-19\HT2b HT Reports | AO1: Develop ideas through investigations, demonstrating critical understanding of sources.<br>AO2: Refine work by exploring ideas, selecting and   |
|     | HT2B - Extreme People/Extreme Lives 60% CW project | Extreme People/Extreme Lives 60% CW project - Stencil cutting and application  | <a href="https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/assessment-resources">https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/assessment-resources</a> | Formative assessment- Highest grade for each AO given and averaged    | <a href="https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance">https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance</a> | Fundamental Skills include but are not limited to; understanding the theme, tonal development, researching ideas, researching an analysing an artist, developing a stencil., tonal painting, drawing with pen. | Some students will use the knife incorrectly, reminder to follow health and safety instructions.  | Investigating extreme people throughout history - Hitler/Stalin and/or Extreme living ie the Amazonian tribes/Slum dwellers in Lagos | <a href="https://targetcareers.co.uk/career-sectors/arts-and-creative/894045-careers-in-art-and-design">https://targetcareers.co.uk/career-sectors/arts-and-creative/894045-careers-in-art-and-design</a> | CPU: Computers are used to research various example os typography<br>Lit: Annotation accounts for 20% of overall mark at GCSE and is reflected as such in this KS3 body of work and assessment. Num: Students use division for creating titles | \\BHSFILE01\StaffShared\Data\2018-19\HT2b HT Reports | experimenting with appropriate media, materials, techniques and processes.<br>AO3: Record ideas, observations and insights relevant to intentions as work progresses.   |
|     | HT3A - Extreme People/Extreme Lives 60% CW project | Extreme People/Extreme Lives 60% CW project - Collage/Montage/Mixed media  | <a href="https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/assessment-resources">https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/assessment-resources</a> | Formative assessment- Highest grade for each AO given and averaged    | <a href="https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance">https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance</a> | Fundamental Skills include but are not limited to; understanding the theme, tonal development, researching ideas, researching an analysing an artist, developing a stencil., tonal painting, drawing with pen. | Remind students that spending hours on a title will not get them any marks. Backgrounds should be a quick thing and not distract from the main information.   | Investigating extreme people throughout history - Hitler/Stalin and/or Extreme living ie the Amazonian tribes/Slum dwellers in Lagos | <a href="https://targetcareers.co.uk/career-sectors/arts-and-creative/894045-careers-in-art-and-design">https://targetcareers.co.uk/career-sectors/arts-and-creative/894045-careers-in-art-and-design</a> | CPU: Computers are used to research various example os typography<br>Lit: Annotation accounts for 20% of overall mark at GCSE and is reflected as such in this KS3 body of work and assessment. Num: Students use division for creating titles | \\BHSFILE01\StaffShared\Data\2018-19\HT2b HT Reports | AO1: Develop ideas through investigations, demonstrating critical understanding of sources.<br>AO2: Refine work by exploring ideas, selecting and   |



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|  | <p align="center"><b>HT3B- Externally set Exam</b></p> | <p>10 Hour Personal Response, Exam conditions, independent response to externally set question</p> | <p><a href="https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/assessment-resources">https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/assessment-resources</a></p> | <p>Summative assessment<br/>Highest grade for each AO given and averaged</p> | <p><a href="https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance">https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance</a></p> | <p>Fundamental Skills include but are not limited to; understanding the theme, tonal development, researching ideas, researching an analysing an artist, developing a stencil., tonal painting, drawing with pen.</p> <p>Students will make a variety of misconceptions, as their investigations are now independent and massively personalised they will be dealt with as they present themselves working on a one to one basis.</p> | <p>Externally set question to be answered independently. Building independence, critical thinking and resilience.</p> | <p><a href="https://targetcareers.co.uk/career-sectors/arts-and-creative/894045-careers-in-art-and-design">https://targetcareers.co.uk/career-sectors/arts-and-creative/894045-careers-in-art-and-design</a></p> | <p>CPU: Computers are used to research various example os typography<br/>Lit: Annotation accounts for 20% of overall mark at GCSE and is reflected as such in this KS3 body of work and assessment.<br/>Num: Students use division for creating titles</p> | <p>\\BHSFILE01\StaffShared\Data\2018-19\HT2b HT Reports</p> | <p>appropriate media, materials, techniques and processes.<br/>AO3: Record ideas, observations and insights relevant to intentions as work progresses.<br/>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of</p> |
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