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|  | **Term 1**  **Key knowledge/skills** | **Term 2**  **Key knowledge/skills** | **Term 3**  **Key knowledge/skills** |
| **EYFS** |  |  |  |
| **Y1** | Leaves collage/traffic lights | Design a future city  Lowry  Great Fire of London Art | Pop Art by Warhol/Giuseppe Archimbaldo |
| **Y2** | LS Lowry  (Science link with Uses of Everyday Materials) | Portraits  (Science link with Animals Including Humans) | Nature Sculptures  (Science link with Living Things and Their Habitats) |
| **Y3** | Drawing in pencil & in colour. Printing leaf patterns. Making paper leaves. Understanding the works of great artists. | Drawing in charcoal. Sculpting in clay. Designing textiles. Understanding the works of great artists | Designing mosaics. Making shadow puppets. Sculpting using a range of materials. Understanding the works of great artists |
| **Y4** | Bodies (Science link with Animals Including Humans) | European Art and Artists (Geography/ History link) | Ancient Egypt (Geography/ History link) |
| **Y5** | The Seaside  (Science link with Animals Including Humans) | Wildlife Birds  (Science link with Living Things and their Habitats) | North America  (History/Geography Links) |
| **Y6** | Plants and Flowers  (Science link with Evolution) | South And Central Americans  (History/Geography Links) | British Art  (History/Geography Links) |
| **Y7** | Observational drawing  Landscape/Fish Colour | Fantastic Animals | Textiles/ceramics |
| **Y8** | Observational drawing  Architecture | Art and ICT  Portraiture | Textiles/ceramics |
| **Y9** | Observational drawing  Cubism | Art and ICT  Op Art | Surrealism |
| **Y10** | Still Life - Observational Drawing (4 Weeks)  Teacher Choice of Theme:  • Structures  • Culture  • Figure and Faces  Creative and imaginative ability and the practical skills for engaging with and for communicating and expressing original ideas, feelings and meanings in art, craft and design  Investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical and enquiring minds, with increasing independence  Cultural knowledge and understanding of art, craft and design and of the media and technologies used in different times, contexts and societies  Personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment. | Teacher Choice of Theme:  • Structures  • Culture  • Figure and Faces | Sculpture related to theme  Sketchbook Development  AO1. Record observations, experiences and ideas in forms that are appropriate to intentions  AO2. Analyse and evaluate images, objects and artefacts showing understanding of context  AO3. Develop and explore ideas using media, processes and resources, reviewing , modifying and refining work as it progresses  AO4. Present a personal response realising intention and making informed connections with the work of others. |
| **Y11** | Observational Drawing (4 Weeks)  Mock Exam Theme – Landscape  What's involved?  • art history: the development of landscape art - across time and in different countries and cultures;  • art movements: different approaches to developing landscape art; from observation and imagination  • art instruction: different approaches to teaching and learning about landscape art  • artists: learning more about famous landscape artists (past and present); and  • drawing and painting: insights into developing landscape art; tips and techniques  Educational visit to Gallery  Mock Exam 1 Day | January – Completion of Coursework  NEA Theme set by Pearson 8-10 weeks prep  Educational visit to Tate Modern | NEA 2 Day Exam  AO1. Record observations, experiences and ideas in forms that are appropriate to intentions  AO2. Analyse and evaluate images, objects and artefacts showing understanding of context  AO3. Develop and explore ideas using media, processes and resources, reviewing , modifying and refining work as it progresses  AO4. Present a personal response realising intention and making informed connections with the work of others.  Evaluations  Private Study (Other Subjects) |
| **Y12** | Methods of recording to generate, develop, research and record observations  Visual literacy and formal elements within art  Chosen theme/ concept and collect primary and secondary sources. | Present a personal response in 2D and large scale.  Reflective evaluation on their work to date. | Investigate the art movement surrealism.  Analyse the work of three chosen sculpture artists and respond to their work emphasising on the technique and structure.  Critically review, reflect, and evaluate their 2D & 3D pieces. |
| **Y13** | Topic- Working outside the sketchbook, 3D design | Topic- Sculpture finalising and Essay | Topic- ESA  Students will build a portfolio of ideas and work towards a final outcome for examination. This is 40% of overall grade.  Students will use prior knowledge to translate the overall theme of ESA. |