

Formal Element- FE

Year	Autumn 1 (Sept – Oct)	Autumn 2 (Nov – Dec)	Spring 1 (Jan – Feb)	Spring 2 (Feb – April)	Summer 1 (April – May)	Summer 2 (June – July)
7	<p>Introduction to the Art Classroom</p> <p>FE LINE</p> <p>Project: Mark Making title page</p> <p>Knowledge: Formal Elements -Line / Pattern / Texture /Colour</p> <p>Doodle Starter- using imagination to draw</p>	<p>FE LINE: Mark making Continued.</p> <p>Project: Drawing techniques using mark making in the style of Van Gogh</p> <p>Knowledge: Critical understanding and analysing work of another artist.</p> <p>Graphic Design Starter- using FE of line, colour, pattern, shape and form to develop creative design.</p>	<p>FE: COLOUR</p> <p>Understanding Colour Theory</p> <p>Project: Developing painting skills through a series of tasks. Tonal landscape, oil pastel still life.</p> <p>Knowledge: Primary, Secondary, Complementary colours Hot/cold colours Tints and shades Mixing the colour wheel</p> <p>Graphic Design Starter- using FE of line, colour, pattern, shape and form to develop creative design.</p>	<p>FE: COLOUR</p> <p>Colour Theory Continued.</p> <p>Project: The Fauves</p> <p>Knowledge: Researching the work of the Fauves, understanding their use of colour, creating a study. Developing presentation skills. Creating a pencil transfer.</p> <p>Character development starter-Using FE line and form to create imaginative cartoon characters</p>	<p>FE: TEXTURE</p> <p>Project: Research Texture through texture hunt and presenting findings</p> <p>FE: PATTERN, COLOUR, LINE, SHAPE</p> <p>Project: Aborigine Art Painting based on the formal elements of Aborigine Art, using signs and symbols.</p> <p>Knowledge: Understanding of other culture, ideas and ways of working. Creating a personal response, Experimenting with materials. Developing ideas and refining work.</p> <p>End of year assessment.</p> <p>Observational drawing starter: FE line and tone (form) to create observed pencil drawings</p>	<p>FE: PATTERN, COLOUR, LINE, SHAPE (Continued)</p> <p>Project: Aborigine Art Painting based on the formal elements of Aborigine Art, using signs and symbols.</p> <p>Knowledge: Understanding of other culture, ideas and ways of working. Creating a personal response, Experimenting with materials. Developing ideas and refining work.</p> <p>Illustration starter- Work as an illustrator creating words that visually show their meaning.</p>
8	<p>FE: SHAPE AND COLOUR</p> <p>Project: Pop Art Title page Research Critical Analysis Drawing skills</p> <p>Knowledge: Critical understanding and analysis of an art movement.</p> <p>Creating a Warhol style Marilyn image starter.</p>	<p>FE: COMPOSITION</p> <p>Project: Pop Art mini compositions developed into a painting</p> <p>Knowledge: Critical understanding of other artists. How to create a dynamic composition.</p> <p>Fizzy fruity can design starter.</p>	<p>FE: LINE, SHAPE, FORM.</p> <p>Project: 3D Drawing Techniques using one-point perspective to create a 3D name and a city from above.</p> <p>Knowledge: Critical understanding of how artists developed perspective. How to use one- point perspective. One-point perspective check knowledge starters.</p>	<p>FE: LINE, SHAPE, COMPOSITION, PATTERN, TEXTURE, COLOUR.</p> <p>Project: Textile painting inspired by Carolee Clark. Research and painting practice.</p> <p>Knowledge: Critical understanding of a contemporary artist. Using a grid to draw an image. Illustration starter-</p>	<p>FE: LINE, SHAPE, COMPOSITION, PATTERN, TEXTURE, COLOUR.</p> <p>Project: Textile painting inspired by Carolee Clark. Design and painting on fabric.</p> <p>Knowledge: Critical understanding of a contemporary artist. Creating a personal response. Experimenting with</p>	<p>FE: SHAPE, PATTERN, COLOUR AND FORM.</p> <p>Project: 3D Bugs Creating a 3D bug in card. Experimentation with different art materials.</p> <p>Knowledge: Experiment and refine work whilst creating a personal response. Observational drawing starter: FE line and tone (form) to create observed</p>

				Work as an illustrator creating words that visually show their meaning.	materials. Developing ideas and refining work. Observational drawing starter: FE line and tone (form) to create observed pencil drawings of real bugs	pencil drawings of imagined bugs
9	<p>Rotations: Mini GCSE project</p> <p>Project: Surrealism – Rene Magritte Title page using graphic design. Research and critical analysis. Developing skills with different materials. Using imagination to create a personal response and working in the style of the artists</p> <p>Knowledge: Understanding the work of the Surrealists and how to cover the AO of the GCSE in a project.</p>	<p>Rotations: Mini GCSE project</p> <p>Project: Surrealism – Rene Magritte Title page using graphic design. Research and critical analysis. Developing skills with different materials. Using imagination to create a personal response and working in the style of the artists</p> <p>Knowledge: Understanding the work of the Surrealists and how to cover the AO of the GCSE in a project.</p>	<p>Rotations: Mini GCSE project</p> <p>Project: Surrealism – Rene Magritte Title page using graphic design. Research and critical analysis. Developing skills with different materials. Using imagination to create a personal response and working in the style of the artists</p> <p>Knowledge: Understanding the work of the Surrealists and how to cover the AO of the GCSE in a project.</p>	<p>GCSE Project: Bugs / Birds Exploring the AO of the course. Knowledge and skills Foundation course of exploring the materials and processes within the art department. Working from observation, imagination, encouraging creativity and confidence. Researching and analysing the work of other artists relevant to their own work. Reviewing and refining.</p>	<p>GCSE Project: Bugs / Birds Exploring the AO of the course. Knowledge and skills Foundation course of exploring the materials and processes within the art department. Working from observation, imagination, encouraging creativity and confidence. Researching and analysing the work of other artists relevant to their own work. Reviewing and refining.</p>	<p>GCSE Project: Bugs / Birds Exploring the AO of the course. Knowledge and skills Foundation course of exploring the materials and processes within the art department. Working from observation, imagination, encouraging creativity and confidence. Researching and analysing the work of other artists relevant to their own work. Reviewing and refining.</p>
10	<p>GCSE Project: Independent Project 1 Project set out in booklet form that provides all the tasks to cover each AO for the GCSE.</p>	<p>GCSE Project: Independent Project 1 Project set out in booklet form that provides all the tasks to cover each AO for the GCSE.</p>	<p>GCSE Project: Independent Project 1 Project set out in booklet form that provides all the tasks to cover each AO for the GCSE.</p>	<p>GCSE Project: Independent Project 1 Project set out in booklet form that provides all the tasks to cover each AO for the GCSE.</p>	<p>GCSE Project: Independent Project 1 Project set out in booklet form that provides all the tasks to cover each AO for the GCSE.</p>	<p>GCSE Project: Independent Project 1 Students to produce a personal final response to their project.</p>
11	<p>GCSE Project: Independent Project 2, from previous exam paper. Research and development, experimentation, idea refinement.</p>	<p>GCSE Project: Independent Project 2 Research and development, experimentation, idea refinement and production of personal response.</p>	<p>GCSE Exam Project:</p>	<p>GCSE Exam Project:</p>	<p>GCSE Portfolio and Exam assessed and standardised. Marks to the board 31st May.</p>	

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7	Baseline Assessment	End of Project Assessment	End of Project Assessment	End of Project Assessment	End of Project Assessment	End of Year Assessment
8	End of Project Assessment	End of Project Assessment	End of Project Assessment	End of Project Assessment	End of Project Assessment	End of Project Assessment
9	Teacher Assessment of student performance in view of opting for subject	Teacher Assessment of student performance in view of opting for subject	Teacher Assessment of student performance in view of opting for subject	On going assessment, verbal feedback and formative feedback sheets	On going assessment, verbal feedback and formative feedback sheets	On going assessment, verbal feedback and formative feedback sheets
10	Formative assessment, verbal feedback and formative feedback sheets	Formative assessment, verbal feedback and formative feedback sheets	Formative assessment, verbal feedback and formative feedback sheets	Formative assessment, verbal feedback and formative feedback sheets	Formative assessment, verbal feedback and formative feedback sheets	Trial Exams
11	Past paper given for Independent project	Trail Exams		Trial Exams	GCSE Exams	GCSE Exams

- Baseline assessment to test prior knowledge.
- Quick question and answer sessions in class to recap/test understanding.
- Tasks set within the lesson and homework that will check understanding, resourcefulness and prepare pupils for GCSE exam project.
- Detailed project outline booklet given to all GCSE students with AO checklist so students can monitor their own progress through a project.