



## Art Road Story

### KS3

Year	1	2	3	4	5	6
7	<b>Introduction to drawing</b>	<b>Observational drawing Project</b>	<b>Impressionist &amp; Abstract Painting</b>		<b>OP Art Project</b>	
	Students create a step by step tonal study of 3D shapes and learn how to use the <i>Grid Method</i> to draw. They will then go on to create their name using 3D perspective drawing skills	7 contemporary drawing practises designed to develop new practice and thinking in Drawing. Each activity is linked to an artist and areas for further study	Student will learn about two different art movements and compare the two. They will build knowledge of some of the ways these artists used paint as a tool of expression. They will learn how about colour theory and how to mix and apply paint.		Student will look at Bridget Riley and Vassilly to explore a range of mark-making and graphic design inspired textures. Students will present an op art inspired 3D cube	
	<b>SKILLS:</b> Line, tone, Shape, form perspective, composition, grid method <b>Media:</b> Pencil, Colour pencil	<b>SKILLS:</b> Line, tone, Shape, form, composition <b>Media:</b> Pencil, Oil pastel, Charcoal, ink, watercolour	<b>SKILLS:</b> Artist Analysis, Line, tone, form, Colour theory, Sculpture, development, personal response <b>Media:</b> Pencil, biro, colour pencil. paper		<b>SKILLS:</b> Artists analysis, transcripts, colour theory, wet media, development of ideas, personal response, composition <b>Media:</b> Pencil, watercolour, ink	
DEVELOP- Techniques RECORD- and Evaluate	DEVELOP- Techniques RECORD -and Evaluate	EXPLORE -Artists DEVELOP- Techniques RECORD -and Evaluate PRESENT- personal response to artists work		EXPLORE -Artists DEVELOP- Techniques RECORD -and Evaluate PRESENT- transcript response to artists work		



## Art Road Story

Year 8	1	2	3	4	5	6
	Street Art Project- Phlegm		Deeds Not Words		Mythical Creatures	
	Students will look at the work of street Artist Phlegm. They will learn the culture of street art, and the historical inspiration behind Phlegm's work, resulting in an original phlegm face mask using a range of media dry and wet media.		Students look at the work of Grayson Perry as starting point to create a new emblem of Corby town using memories and photographs of their town. They will explore a range of techniques for transferring images onto paper, alongside collage and drawing techniques		Students will look at other cultures to discover what and how mythical creature are perceived. Students will explore surface, texture other methods of mark making to create their own Mythical creature	
	<b>SKILLS:</b> Artist Analysis, Line, tone, form, painting development, personal response <b>Media:</b> Pencil, oil pastel, biro, paint		<b>SKILLS:</b> Artist Analysis, Line, tone, Shape, colour, pattern, composition, texture, <b>Media:</b> Pencil, Carbon Paper transfer, Oil pastel transfer, Mono printing, collage		<b>SKILLS:</b> Artists analysis, transcripts, colour theory, wet media, development of ideas, personal response, composition <b>Media:</b> Pencil, watercolour, ink, Airdry clay	
	EXPLORE -Artists DEVELOP- Techniques RECORD -and Evaluate PRESENT- personal response to artists work		EXPLORE -Artists DEVELOP- Techniques RECORD -and Evaluate their work PRESENT- personal response to artists work		EXPLORE -Cultures DEVELOP- Techniques RECORD -and Evaluate their work PRESENT- transcripts and personal responses to contextual links	



## Art Road Story

Year 9	1	2	3	4	5	6
	<b>Vanitas Project</b>		<b>Typography Project</b>		<b>Media Art</b>	
	Student will look at vanitas and Memento Mori to inspire their observational drawings of skulls in black & white. Student will then develop their work in a ZINE and create a still life composition using symbols of their own happiness, time and memories.		Students explore BLM as a project theme to create an impactful typographical banner using One-Point perspective and colour theory, Students will develop their understanding of statements and protests to develop their skills in contextual understanding.		Student will study the work of modern artists and explore the affects of the media on the public. Students will learn how to be original and create work with hidden messages. Students with then create their own abstract artwork	
	<b>SKILLS:</b> Artist Analysis, Line, tone, Shape, colour, pattern, composition, texture, observational drawing, photography, illustration <b>Media:</b> Pencil, Carbon Paper transfer, Oil pastel transfer, Mono printing, collage		<b>SKILLS:</b> Line, tone, Shape, form, perspective, composition, grid method, colour theory <b>Media:</b> Pencil, Carbon Paper transfer, Oil pastel transfer, Mono printing, collage		<b>SKILLS:</b> Artists analysis, annotation, observational drawing, design development, refining work, <b>Media:</b> Pencil, Carbon Paper transfer, found art, sculpture and gouache	
	EXPLORE -Artists and cultures DEVELOP- Techniques RECORD -and Evaluate PRESENT- transcripts and personal responses to contextual links		EXPLORE -Themes and movements DEVELOP- Techniques RECORD -and Evaluate PRESENT- personal response to artists work		EXPLORE -Artists and culture DEVELOP- Techniques RECORD -and Evaluate PRESENT- personal response to artists work	



## Art Road Story

### KS4

Term	1	2	3	4	5	6
Year 10	<b>Skills project</b> <b>Concertina of skills</b>		<b>Surrealism</b> Research and development	<b>Surrealism</b> Develop and Explore	<b>Surrealism</b> Develop and Explore	<b>Surrealism</b> Develop and Explore
	<p><b>Observational drawing-</b> Students will photograph and draw a range of objects and then develop a response using a variety of scales, surfaces and media.</p> <p><b>Printmaking-</b> Students will use photographs to learn mono, dry point and lino printmaking techniques to develop a personal response.</p> <p><b>Painting-</b> Students will photograph and draw a range of objects and then develop a response using a variety media including watercolour, gouache and acrylic studies.</p>		Students refine their Drawing and analytical skills through investigations, experimentation and development of ideas using Salvador Dali and Rene Magritte as a reference	Students learn how to generate responses to a theme, refining their outcomes to create a personal and meaning full response to Surrealism	Students are introduced to an independent element of the project called 'Face to Face' where Student learn about the proportions of the face and how to draw a tonal self-portrait from a range of experimental photographs.	Students develop meaningful responses to their self-portrait using 4 chosen artists media, materials, techniques and processes, reviewing and refining ideas as work develops.
	<p><b>SKILLS:</b> Artist Analysis, Line, tone, Shape, colour, pattern, composition, texture, observational drawing, photography, illustration</p> <p><b>Media:</b> Pencil, Biro, Carbon Paper transfer, Oil pastel transfer, dry point and Mono printing, lino cutting, collage, watercolour, acrylic, gouache</p>		<p><b>Skills:</b> Grid drawing, scale, proportion, Artist analysis Using primary and secondary images, Consolidations of wet and dry media skills, Presentation of work in sketchbook</p> <p><b>Media:</b> Pencil, colour pencil, gouache</p>	<p><b>Skills:</b> Consolidation of Artist analysis, observational drawing skills and wet/dry media skills. Presentation of work.</p> <p><b>Media:</b> Student choice</p>		
	EXPLORE DEVELOP RECORD		EXPLORE DEVELOP RECORD	DEVELOP RECORD PRESENT	EXPLORE DEVELOP RECORD PRESENT	DEVELOP RECORD PRESENT



## Art Road Story

Term	1	2	3	4	5	6
Year 11	<b>Surrealism</b> Development of personal response	<b>Surrealism</b> Final Major Outcome	<b>Component 2- Externally Set task</b> Develop	<b>Component 2- Externally Set task</b> Explore	<b>Component 2- Exam</b> Prep & Exam Present	
	<b>Face to face:</b> Students independently develop their own ideas to the surrealism theme. Through further investigation and experimentation students will create a personal and meaningful response.	Student will refine and develop their response through further experimentation with media and techniques. They will also learn about composition, scale and presentation.	Students must produce Preparatory studies that show students' development of ideas and progress through their work.  Students develop and explore ideas, research primary and contextual sources and experiment with media, materials, techniques and processes		Students must produce a personal response to the ESA theme.	
	<b>Skills:</b> Consolidation of Artist analysis, observational drawing skills and wet/dry media skills. Presentation of work. <b>Media:</b> Student choice					
	EXPLORE DEVELOP RECORD PRESENT	DEVELOP RECORD PRESENT	EXPLORE DEVELOP RECORD PRESENT		DEVELOP RECORD PRESENT	



## Art Road Story

### KS5

Term	1	2	3	4	5	6
Year 12	<p><b>Jamie Reid- Punk to Present</b></p> <p>Students respond to the Artist and graphic designer Jamie Reid in this politically charged and provocative project. Students explore subversive ways to tell a political message whilst developing their skills in observational drawing, printmaking and collage.</p> <p><b>Skills:</b> Grid drawing, scale, proportion, Artist analysis Using primary images, Consolidations of wet and dry media skills, Presentation of work in sketchbook <b>Media:</b> Drawing, Printmaking, Acrylic paint and contextual studies. Basic Photoshop workshops</p>	<p><b>Start of Formal UNIT 1 Coursework (60%)</b></p> <p>Introduction to personal, independent project. Research themes and ideas Independent application of current skills. Artist 1 research- <b>dry media.</b> Artist information pages transcripts, photoshoots Personal response to Artist 1. Basic Photoshop workshops</p> <p><b>Skills:</b> Grid drawing, scale, proportion, Artist analysis Using primary and secondary images, Consolidations of wet and dry media skills, Presentation of work in sketchbook <b>Media:</b> Pencil, colour pencil, gouache</p>	<p><b>Response to Artists and development of ideas</b></p> <p>Artist 2 research- <b>Wet media.</b> Artist information pages transcripts, photoshoots. Personal response to Artist 2. Basic Photoshop workshops</p>	<p><b>Response to Artists and development of ideas</b></p> <p>Process and technique experiments responding to Artist 1 &amp; 2. Refine and experiment personal responses. Final Outcomes for Artist 1 &amp; 2. Basic Photoshop workshops</p>	<p><b>Response to Artists and development of ideas</b></p> <p>Artist 3 research – <b>free search</b>, transcripts. Personal response using Photoshoots, exploration of processes and techniques, experiments responding to Artist 3. Outcome for Artist 3. Basic Photoshop workshops.</p>	<p><b>Response to Artists and development of ideas</b></p> <p>Artist 4 research – <b>free search</b>, transcripts. Personal response using Photoshoots, exploration of processes and techniques, experiments responding to Artist 4. Outcome for Artist 4. Basic Photoshop workshops</p>



## Art Road Story

	EXPLORE DEVELOP RECORD		EXPLORE DEVELOP RECORD PRESENT			
Term	1	2	3	4	5	6
Year 13	<b>Development of personal response</b>	<b>Final Major Outcome</b>	<b>Component 2 Externally Set task</b>	<b>Component 2- Externally Set task</b>	<b>Component 2- Exam Prep &amp; Exam</b>	
	Process and technique experiments relating to personal response to theme. Final idea formulation. Development of Major Final Outcome to theme.	Completion of Unit 1 showing strengths in all assessment areas (AO1, AO2, AO3 & AO4). Completion of Final Major Piece (+10hrs).	ESA EXAM Unit 2 begins (FEB 1st). Artist 1 & 2 research. Process and technique experiments responding to Artist 1. Refine and experiment. Outcome for Artist 1 & 2.	Development of final outcome for ESA EXAM Unit 2. Trials and experiments with media. Trials and experiments with compositions. Mini outcomes and experiments.	ESA EXAM Unit 2 EXAM (15 hours). Completion of UNIT 1 covering all Assessment objectives.	
			<b>Skills:</b> Consolidation of Artist analysis, observational drawing skills and wet/dry media skills. Presentation of work. <b>Media:</b> Student choice			
	EXPLORE DEVELOP RECORD	DEVELOP RECORD PRESENT	EXPLORE DEVELOP RECORD PRESENT	DEVELOP RECORD PRESENT	DEVELOP RECORD PRESENT	

Each project aims to develop students' ability to generate and develop ideas for their practical work and to build contextual understanding, from either a self-selected or teacher-negotiated focus. With an emphasis on building technical skill through explore and experimenting with different types of media, processes and techniques, students will develop and refine ideas supported by contextual research, and critical reflection. A student's ability to understand their own work and justify their ideas can be developed through practical visual analysis and annotation resulting in a personal portfolio of practical work that explores all the key concepts of photography.

- Explore ideas through investigations, demonstrating critical understanding of sources (AO1)
- Develop and refine ideas, selecting and experimenting with appropriate media, materials, techniques and processes (AO2)
- Record ideas, observations and insights relevant to intentions as work progresses (AO3)
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language (AO4).