

Term	Autumn 1 Basic Skills	Autumn 2 Portraiture	Spring 1 and 2 John Burgerman	Summer Maps	Summer 2 Maps
<b>Curriculum Content:</b>  <b>Priority Essential knowledge and skills</b> that will be taught.	<b>Key Skill/Knowledge:</b> <b>Pencil:</b> Mark Making, Tone, Shade, Gradient Shading <b>Gridded Drawing:</b> Ghost Lines, Detail, Proportion <b>Biro Pen:</b> Mark Making, Tone, Shade, Gradient Shading <b>Colour Theory:</b> Painting, Mixing, Colour Ratio, Tones, Shade, Tints and Hues	<b>Key Skill/Knowledge:</b> <b>Mixed Media:</b> Bringing the skills together from basic skills project <b>Drawing:</b> Gradient Shading <b>Colour Theory:</b> Primary & Secondary colours, Gradient application of colour <b>Biro Pen:</b> <b>Independence:</b> Drawing the assessed outcome, selecting the correct materials	<b>Key Skill/Knowledge:</b> <b>Working in the style of an artist:</b> Identifying key attributes, looking at illustrations <b>Drawing:</b> Continuous Line, <b>Colour Theory:</b> Primary & Secondary colours, Gradient application of colour, mixing and blending colours <b>Design: Character design, alphabet and skateboard design</b>	<b>Key Skill/Knowledge:</b> <b>Working in the style of an artist:</b> Identifying key attributes, compare and contrasting Nigel Peake and Jitesh Patel Looking at illustrated maps <b>Drawing:</b> Perspective, Proportion, Scale, Mark Making <b>Colour Theory:</b> Colour Palettes, Gradient application of colour, Mixing, Ratio Drawing from memory/imagination <b>Independence:</b> Illustrating their own map and making it personal	<b>Key Skill/Knowledge:</b> <b>Working in the style of an artist:</b> Identifying key attributes <b>Drawing:</b> Perspective, Proportion, Scale, Mark Making <b>Colour Theory:</b> Selecting colour scheme Choosing a section and enlarging <b>Printing:</b> Application of 2/3 layer print
<b>*Recovery:</b> Essential Knowledge from KS2 previous term that needs revisiting. <i>(only valid for NC subjects)</i>	Skills revisited from year 6: <b>Mark-making:</b> Drawing skills, shade, tone and texture <b>Proportion:</b> Gridding up <b>Colour theory:</b> Shades and tints Video lessons will be used for home-school and if students are in different classrooms. Videos will be used by class teachers as demonstrations are no longer allowed, a bank of videos will be made by the department showing keys skills and technical skills. Students will be able to access at home as well to embed learning.	Skills revisited from year 6: <b>Mixed media</b> <b>Painting</b> <b>Drawing</b> <b>Colour theory</b> <b>Independence</b> Videos will be used by class teachers as demonstrations  Home school packs in the student shared area for home school if needed.	Skills revisited from year 6: <b>Painting</b> <b>Design</b> <b>Drawing</b> <b>Watercolour</b>  <b>Key skills will be demonstrated through video on the screen. The department will build up a bank of video demonstrating key skills, techniques</b>	Skills revisited from year 6: <b>Artist research</b> <b>Drawing</b> <b>Perspective</b> <b>Imagination</b>  Videos will be used by class teachers as demonstrations  Knowledge organisers available for students to see clearly the skills and knowledge they will be learning for this topic.	Skills revisited from year 6: <b>Print-making</b> <b>Colour theory</b> <b>Drawing</b> <b>Design</b> <b>Proportion</b>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>✓ Use <b>GHOST LINES</b>, you should be able to rub them out</li> <li>✓ Take time to <b>LOOK</b> to get things in <b>PROPORTION AND THE RIGHT ANGLE</b></li> <li>✓ Use mark-making to <b>ADD DETAIL, SHADE AND TONE ACCURATELY</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ Take time to <b>LOOK</b> to get things in <b>PROPORTION AND THE RIGHT ANGLE</b></li> <li>✓ <b>GRADIENT</b> shading must be evident in all areas</li> <li>✓ <b>Application of paints and Use of TINTS and SHADES</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>IDENTIFY</b> Jon Burgerman's <b>KEY ATTRIBUTES</b></li> <li>✓ <b>ACCURATELY</b> use continuous line to copy this style</li> <li>✓ <b>Watercolour application and colour blending skills</b></li> <li>✓ <b>STYLE</b> of Jon Burgerman must be clear</li> <li>✓ <b>Design skills</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>IDENTIFY</b> the key attributes of Nigel Peake's and Jitel Patel's work</li> <li>✓ <b>COLOUR PALETTES</b> must be considered clearly</li> <li>✓ <b>STYLE</b> of Artists/illustrators must be clear</li> <li>✓ <b>APPLICATION</b> of drawing and painting</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>IDENTIFY</b> the key attributes of Nigel Peake's work</li> <li>✓ <b>COLOUR PALETTES</b> must be considered clearly</li> <li>✓ <b>STYLE</b> of Artist must be clear</li> <li>✓ <b>APPLICATION</b> of printing style must be confident</li> </ul>

## Recovery Curriculum Overview for Year 8

Term	Autumn 1 Basic skills (birds)	Autumn 2 Basic skills (birds)	Spring 1 & 2 Clay skills	Summer 1 & 2 Design and embroidery
<p><b>Curriculum Content:</b></p> <p><b>Priority Essential knowledge and skills</b> that will be taught.</p>	<p><b>Key Skill/Knowledge:</b>  <b>Pencil:</b> Mark Making, Tone, Shade, Gradient Shading  <b>Experimental Drawing:</b>            First hand observational drawing from birds  <b>Gridded Drawing:</b> Ghost Lines, Detail, Proportion</p>	<p><b>Key Skill/Knowledge:</b>  <b>Working in the style of an artist:</b> Identifying key attributes. Analysing and evaluating the work by Mark Hearld  <b>Colour Theory:</b> Primary, Secondary colours, tertiary colours, complementary, harmonious  <b>Mixed Media:</b> wax resist, mark-making skills  <b>Sculpture:</b> paper manipulation, students will construct a 3D bird            Clay bird</p>	<p><b>Key Skill/Knowledge:</b>  <b>Working in the style of an artist:</b> Identifying key attributes of the artist eco rock  <b>Colour Theory:</b> Primary &amp; Secondary colours, Gradient application of colour  <b>Drawing:</b> Using a fine liner, creating tone with water  <b>Painting:</b> Layering, Mark Making  <b>Design:</b> Illustrating characters            Clay skills: Moulding, carving, shaping,</p>	<p><b>Key Skill/Knowledge:</b>  <b>Working in the style of an artist</b>  <b>Colour theory:</b> Looking at complimentary colour schemes  <b>Composition:</b> Arrangement of design, considering positioning and balance of a piece.  <b>Design:</b> Considering the design of a character to stitch  <b>Textiles:</b> embroidery skill and techniques</p>
<p><b>Recovery:</b>            Essential Knowledge from previous term that needs revisiting.</p>	<p>Knowledge organisers available for students to see clearly the skills and knowledge they will be learning for this topic.  <b>Skills revisited from year 7:</b>  <b>Observational drawing</b>  <b>Proportion</b>  <b>Mark-making</b>  <b>Grid technique</b>            Videos will be used by class teachers as demonstrations            For first term students will use pencil or pens.</p>	<p><b>Skills revisited from year 7: Design</b>  <b>Colour theory</b>  <b>Independent thinking, decision making</b>              Videos will be used by class teachers as demonstrations</p>	<p>Knowledge organisers available for students to see clearly the skills and knowledge they will be learning for this topic.  <b>Skills revisited from year 7:</b>  <b>Artist theory</b>  <b>Colour</b>  <b>Drawing</b>  <b>Pen and ink drawings</b></p>	<p><b>Skills revisited from year 7:</b>  <b>Colour theory</b>  <b>Design</b>  <b>Independent thinking, decision making</b>              Videos demonstrations for stitch already in place for this scheme for teachers to use as demonstrations.</p>
<p><b>Assessment:</b></p>	<ul style="list-style-type: none"> <li>✓ Use <b>GHOST LINES</b>, you should be able to rub them out</li> <li>✓ Take time to <b>LOOK</b> to get things in <b>PROPORTION AND THE RIGHT ANGLE</b></li> <li>✓ Use mark-making to <b>ADD DETAIL, SHADE AND TONE ACCURATELY</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>IDENTIFY</b> the key attributes of Mark Hearld's work, students analyse and evaluate</li> <li>✓ <b>Colour theory</b> – use of colour</li> <li>✓ <b>Application of paint</b> Quality of paper sculpture</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>IDENTIFY</b> Eco Roc's <b>KEY ATTRIBUTES</b> and how we can apply this to our own work</li> <li>✓ <b>LAYER</b> and build up <b>MARK MAKING</b> using previous techniques learnt</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>IDENTIFY</b> Fabric Lenny's <b>KEY ATTRIBUTES</b> and how we can apply this to our own work</li> <li>✓ <b>LAYER</b> and build up <b>MARK MAKING</b></li> <li>✓ <b>Quality of stitch work</b></li> </ul>

## Recovery Curriculum Overview for Year 9

Term	Autumn 1 Basic Skills/sculpture	Autumn 2 Basic Skills/sculpture	Spring 1 Fashion architecture	Spring 2 Abstract	Summer 1 Abstract	Summer 2 Abstract
<p><b>Curriculum Content:</b></p> <p><b>Priority Essential knowledge and skills</b> that will be taught.</p>	<p><b>Key Skill/Knowledge:</b> <b>Working in the style of an artist: Richard Sweeney, Henry Moore and Barbara Hepworth</b> <b>Making:</b> Paper manipulation <b>Experimental drawing:</b> Mark Making, line, shade, <b>Biro Pen:</b> Mark Making, Tone, Shade <b>Photography:</b> Photo-shoot based on skulls <b>Design:</b> 3d soap sculpture designs based on skulls <b>Photoshop:</b> editing and enhancing photographs <b>Making:</b> soap carving</p>	<p><b>Key Skill/Knowledge:</b> <b>Working in the style of an artist: Henry Moore</b> <b>Tonal Painting with acrylic paint:</b> Mixing, Tones, Shade, Tints and Hues <b>Independent Thinking:</b> selecting buildings to use as inspiration <b>Photography:</b> Photo-shoot based on formal elements in buildings <b>Collage:</b> selecting , layering photographs of buildings <b>Mixed media:</b> Experimental 3D manipulation work</p>	<p><b>Key Skill/Knowledge:</b> <b>Working in the style of an artist:</b> Taking inspiration from fashion designers <b>Drawing:</b> Perspective, Proportion, Scale, Mark Making <b>Colour Theory:</b> Colour Palettes <b>Design:</b> Using photographs and inspirations students will design a wearable sculpture <b>Making:</b> experimental work using a range of materials using architecture as a visual <b>Independence:</b> Students will select imagery to realise their intentions</p>	<p><b>Key Skill/Knowledge:</b> <b>Working in the style of an artist:</b> Abstract painters will inspire and influence the students work <b>Independent Thinking:</b> Students are encouraged to think critically analyse the work of others Documenting own responses and ideas Document and evaluate results. Evaluating and developing ideas and skills <b>Photography:</b> Photo-shoot based on formal elements in abstract, students will photograph Middleton Woods considering the formal elements. Editing and enhancing photographs <b>Painting:</b> Experimental abstract techniques and processes. Acrylic and watercolour and painting with food <b>Photoshop:</b> cropping images, rotating and flipping to create a pattern <b>Design skills:</b> Students to create a design from their food images linking to the real world.</p>	<p><b>Key Skill/Knowledge:</b> <b>Working in the style of an artist:</b> Students choose artist, craftspeople, photographers etc to inspire and influence their work <b>Independent Thinking:</b> Students are encouraged to think critically analyse the work of others Documenting own responses and ideas Document and evaluate results. Evaluating and developing ideas and skills <b>Photography:</b> Photo-shoot based on formal elements and abstract Consider ways in which your images can be mounted/displayed to their best effect. <b>Drawing, painting, printing, sculpture, textiles etc:</b> Students will select the processes and techniques that best fit their project. They will build on existing knowledge. Experimenting with ideas, materials and techniques to refine your ideas <b>Textiles:</b> students will have the opportunity to work with free hand embroidery techniques.</p>	
<p><b>Recovery:</b> Essential Knowledge from previous term that needs revisiting.</p>	<p><b>Students will have missed 3D skills from year 8 this will be revisited through paper manipulation and soap carving instead of clay work. Design skills will be revisited through sculpture designs. Students to revisit key drawing and painting skills.</b> Knowledge organisers available for students to see clearly the skills and knowledge they will be learning for this topic. Video lessons will be used for home-school and if students are in different classrooms. Videos will be used by class teachers as demonstrations are no longer allowed, a bank of videos will be made by the department showing keys skills and technical skills. Students will be able to access at home as well to embed learning.</p>		<p><b>Recap colour theory –</b> students will select their own colour schemes for moodboards. <b>Designs skills</b> <b>Textiles</b> skills missed in year 8 can be revisited here in a more experimental way. Videos will be used by class teachers as demonstrations. Knowledge organisers available for students to see clearly the skills and knowledge they will be learning for this topic.</p>	<p>Abstract art is to move to year 9 as it focuses on a range of key skills which will help with independent leaning and build up student's confidence earlier with materials and techniques. This is vital due to key skills and knowledge missed from year 8. <b>Key skills covered are Abstract</b> <b>Art history</b> <b>Artist study</b> <b>Photography</b> <b>Experimental Drawing</b> <b>Mixed media painting – Experimental</b> <b>Stitch</b> <b>Photoshop</b> Knowledge organisers available for students to see clearly the skills and knowledge they will be learning for this topic. Abstract video skills will be used for home-school and if students are in different classrooms. Videos will be used by class teachers as demonstrations are no longer allowed, a bank of videos will be made by the department showing keys skills and technical skills. Students will be able to access at home as well to embed learning.</p>		
<p><b>Assessment:</b></p>	<p><b>A01</b> Developing ideas through investigation, demonstrating critical understanding of sources <b>A02</b> Experimenting with ideas, materials and techniques to refine your ideas <b>A03</b> Recording ideas and observations</p>	<p><b>A01</b> Developing ideas through investigation, demonstrating critical understanding of sources <b>A02</b> Experimenting with ideas, materials and techniques to refine your ideas <b>A03</b> Recording ideas and observations</p>	<p><b>A01</b> Developing ideas through investigation, demonstrating critical understanding of sources <b>A02</b> Experimenting with ideas, materials and techniques to refine your ideas <b>A03</b> Recording ideas and observations <b>A04</b> A personal response. Your final piece/s showing links with prep work</p>	<p><b>A01</b> Developing ideas through investigation, demonstrating critical understanding of sources <b>A02</b> Experimenting with ideas, materials and techniques to refine your ideas <b>A03</b> Recording ideas and observations</p>	<p><b>A01</b> Developing ideas through investigation, demonstrating critical understanding of sources <b>A02</b> Experimenting with ideas, materials and techniques to refine your ideas <b>A03</b> Recording ideas and observations</p>	<p><b>A04</b> A personal response. Your final piece/s showing links with prep work</p>

## Recovery Curriculum Overview for Year 10

Term	Autumn 1 Portraiture	Autumn 2 Portraiture	Spring 1 Portraiture	Spring 2 Abstract	Summer 1 Independent	Summer 2 Independent
<p><b>Curriculum Content:</b></p> <p><b>Priority Essential knowledge and skills</b> that will be taught.</p>	<p><b>Key Skill/Knowledge: Working in the style of an artist:</b> Identifying key attributes</p> <p><b>Gridded Drawing:</b> Ghost Lines, Detail, Proportion</p> <p><b>Drawing:</b> Perspective, Proportion, Scale, Students will take time to discuss the common misconceptions when drawing a portrait. They will build on previous skills.</p>	<p><b>Key Skill/Knowledge: Working in the style of an artist: Identifying key attributes of Christine Kim</b></p> <p><b>Painting: watercolour – layering of colour washes</b></p> <p><b>Paper manipulation: Paper cutting in the style of Christine Kim</b></p> <p><b>Photography: Portraiture photo-shoot</b></p>	<p><b>Key Skill/Knowledge: Working in the style of an artist:</b> Identifying key attributes, looking at illustrations</p> <p><b>Painting:</b> Watercolour, mixing and blending</p> <p><b>Independent outcome:</b> Students will select imagery to realise their intentions</p> <p><b>Mixed media:</b> Students will select the materials they want to work with to produce an outcome</p>	<p><b>Key Skill/Knowledge: Working in the style of an artist:</b> Abstract painters will inspire and influence the students work</p> <p><b>Independent Thinking:</b> Students are encouraged to think critically analyse the work of others</p> <p>Documenting own responses and ideas</p> <p>Evaluating and developing ideas and skills</p> <p><b>Photography:</b> Photo-shoot based on formal elements in abstract, students will photograph Middleton Woods considering the formal elements. Editing and enhancing photographs</p> <p><b>Painting:</b> Experimental abstract techniques and processes. Acrylic and watercolour and painting with food</p> <p><b>Photoshop:</b> cropping images, rotating and flipping to create a pattern</p>	<p><b>Key Skill/Knowledge: Working in the style of an artist:</b> Students choose artist, craftspeople, photographers etc to inspire and influence their work</p> <p><b>Independent Thinking:</b> Students are encouraged to think critically analyse the work of others</p> <p>Documenting own responses and ideas</p> <p>Document and evaluate results.</p> <p>Evaluating and developing ideas and skills</p> <p><b>Photography:</b> Photo-shoot based on formal elements</p> <p>Consider ways in which your images can be mounted/displayed to their best effect.</p> <p><b>Drawing, painting, printing, sculpture, textiles etc:</b></p> <p>Students will select the processes and techniques that best fit their project. They will build on existing knowledge.</p> <p>Experimenting with ideas, materials and techniques to refine your ideas</p>	
<p><b>Recovery:</b> Essential Knowledge from previous term that needs revisiting.</p>	<p>Portraiture is a year 9 project that we feel is important for key skills, the first term is just using pencil and pen and focusses on the key skills of portraiture. Term 2 requires craft knives which all classrooms have a class set and will be disinfected between use.</p> <p><b>Key skills revisited from year 9 are:</b></p> <p><b>Drawing</b></p> <p><b>Proportion</b></p> <p><b>Painting</b></p> <p><b>Artists research</b></p> <p><b>Independence</b></p> <p><b>Paper manipulation</b></p> <p><b>3D skills</b></p> <p>Knowledge organisers available for students to see clearly the skills and knowledge they will be learning for this topic.</p> <p>Video lessons will be used for home-school and if students are in different classrooms. Videos will be used by class teachers as demonstrations are no longer allowed, a bank of videos will be made by the department showing keys skills and technical skills. Students will be able to access at home as well to embed learning.</p> <p>Home school packs in the student shared area for home school if needed.</p>			<p>Abstract is usually longer, the key areas we will select over the 6 weeks are.</p> <p><b>Abstract art theory – artist study</b></p> <p><b>Photography</b></p> <p><b>Mixed media painting</b></p> <p><b>Photoshop</b></p> <p>Lessons will be taught as workshops, video demonstrations will be used for all lessons as students can't gather round.</p> <p>All videos available so students can embed skills at home too.</p>	<p>Independently working and directing own practice is key at this stage of the GCSE course. Students have built up the confidence to make their own choices, take risks and realise intentions.</p> <p>Video demonstrations of key skills will be available for students to use during lessons and at home.</p>	
<p><b>Assessment:</b></p>	<p><b>AO1</b> Developing ideas through investigation, demonstrating critical understanding of sources</p> <p><b>AO2</b> Experimenting with ideas, materials and techniques to refine your ideas</p> <p><b>AO3</b> Recording ideas and observations</p>	<p><b>AO1</b> Developing ideas through investigation, demonstrating critical understanding of sources</p> <p><b>AO2</b> Experimenting with ideas, materials and techniques to refine your ideas</p> <p><b>AO3</b> Recording ideas and observations</p> <p><b>AO4</b> A personal response. Your final piece/s showing links with prep work</p>	<p><b>AO1</b> Developing ideas through investigation, demonstrating critical understanding of sources</p> <p><b>AO2</b> Experimenting with ideas, materials and techniques to refine your ideas</p> <p><b>AO3</b> Recording ideas and observations</p>	<p><b>AO2</b> Experimenting with ideas, materials and techniques to refine your ideas</p>	<p><b>AO1</b> Developing ideas through investigation, demonstrating critical understanding of sources</p> <p><b>AO2</b> Experimenting with ideas, materials and techniques to refine your ideas</p> <p><b>AO3</b> Recording ideas and observations</p>	<p><b>AO4</b> A personal response. Your final piece/s showing links with prep work</p>

## Recovery Curriculum Overview for Year 11

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Curriculum Content:</b></p> <p><b>Priority Essential knowledge and skills</b> that will be taught.</p>	<p><b>Working in the style of an artist:</b> Students choose artist, craftspeople, photographers etc to inspire and influence their work</p> <p><b>Independent Thinking:</b> Students are encouraged to think critically analyse the work of others</p> <p>Documenting own responses and ideas</p> <p>Document and evaluate results.</p> <p>Evaluating and developing ideas and skills</p> <p><b>Photography:</b> Photo-shoot based on formal elements in buildings Consider ways in which your images can be mounted/displayed to their best effect.</p> <p><b>Drawing, painting, printing, sculpture, textiles etc:</b> Students will select the processes and techniques that best fit their project. They will build on existing knowledge.</p> <p>Experimenting with ideas, materials and techniques to refine your ideas</p> <p>Independently working and directing own practice is key at this stage of the GCSE course. Students have built up the confidence to make their own choices, take risks and realise intentions.</p> <p>Screen printing, glass work, textiles skills introduced to students whose work lends itself to the process.</p>	<p><b>Working in the style of an artist:</b> Students choose artist, craftspeople, photographers etc to inspire and influence their work</p> <p><b>Independent Thinking:</b> Students are encouraged to think critically analyse the work of others</p> <p>Documenting own responses and ideas</p> <p>Document and evaluate results.</p> <p>Evaluating and developing ideas and skills</p> <p><b>Photography:</b> Photo-shoot based on formal elements in buildings</p> <p>Consider ways in which your images can be mounted/displayed to their best effect.</p> <p><b>Drawing, painting, printing, sculpture, textiles etc:</b> Students will select the processes and techniques that best fit their project. They will build on existing knowledge.</p> <p>Experimenting with ideas, materials and techniques to refine your ideas</p> <p>Independently working and directing own practice is key at this stage of the GCSE course. Students have built up the confidence to make their own choices, take risks and realise intentions.</p> <p>Screen printing, glass work, textiles skills introduced to students whose work lends itself to the process.</p>	<p><b>Working in the style of an artist:</b> Students choose artist, craftspeople, photographers etc to inspire and influence their work</p> <p><b>Independent Thinking:</b> Students are encouraged to think critically analyse the work of others</p> <p>Documenting own responses and ideas</p> <p>Document and evaluate results.</p> <p>Evaluating and developing ideas and skills</p> <p><b>Photography:</b> Photo-shoot based on formal elements in buildings</p> <p>Consider ways in which your images can be mounted/displayed to their best effect.</p> <p><b>Drawing, painting, printing, sculpture, textiles etc:</b> Students will select the processes and techniques that best fit their project. They will build on existing knowledge.</p> <p>Experimenting with ideas, materials and techniques to refine your ideas</p> <p>Independently working and directing own practice is key at this stage of the GCSE course. Students have built up the confidence to make their own choices, take risks and realise intentions.</p> <p>Screen printing, glass work, textiles skills introduced to students whose work lends itself to the process.</p>	<p><b>Working in the style of an artist:</b> Students choose artist, craftspeople, photographers etc to inspire and influence their work</p> <p><b>Independent Thinking:</b> Students are encouraged to think critically analyse the work of others</p> <p>Documenting own responses and ideas</p> <p>Document and evaluate results.</p> <p>Evaluating and developing ideas and skills</p> <p><b>Photography:</b> Photo-shoot based on formal elements in buildings</p> <p>Consider ways in which your images can be mounted/displayed to their best effect.</p> <p><b>Drawing, painting, printing, sculpture, textiles etc:</b> Students will select the processes and techniques that best fit their project. They will build on existing knowledge.</p> <p>Experimenting with ideas, materials and techniques to refine your ideas</p> <p>Independently working and directing own practice is key at this stage of the GCSE course. Students have built up the confidence to make their own choices, take risks and realise intentions.</p> <p>Screen printing, glass work, textiles skills introduced to students whose work lends itself to the process.</p>		
<p><b>Recovery:</b> Essential Knowledge from previous term that needs revisiting.</p>	<p>Key skills will be covered using basic materials such as, pen, pencil, watercolours. Students will be able to continue with independent work.</p> <p><b>Keys skills revisited from year 10:</b></p> <p><b>Drawing</b></p> <p><b>Independence</b></p> <p><b>Painting</b></p> <p><b>Artists theory</b></p> <p>Video lessons will be used for home-school and if students are in different classrooms. Videos will be used by class teachers as demonstrations are no longer allowed, a bank of videos will be made by the department showing keys skills and technical skills. Students will be able to access at home as well to embed learning. Home school packs in the student shared area for home school if needed.</p>	<p>Pupils will continue to work on Unit 1 as Unit 2 will not take place due to Covid.</p> <p>Opportunities for students to master key skills, complete any gaps in their portfolio and enhance independent work.</p> <p><b>Keys skills revisited from year 10:</b></p> <p><b>Drawing</b></p> <p><b>Independence</b></p> <p><b>Painting</b></p> <p><b>Artists theory</b></p> <p>Video lessons will be used for home-school and if students are in different classrooms. Videos will be used by class teachers as demonstrations are no longer allowed, a bank of videos will be made by the department showing keys skills and technical skills. Students will be able to access at home as well to embed learning.</p>	<p>Students will complete final outcomes.</p> <p>Students who have achieved their target can be placed on track and trade.</p>	<p>Students will be placed on to track and trade.</p>		
<p><b>Assessment:</b></p>	<p><b>AO1</b> Developing ideas through investigation, demonstrating critical understanding of sources</p> <p><b>AO2</b> Experimenting with ideas, materials and techniques to refine your ideas</p> <p><b>AO3</b> Recording ideas and observations</p>	<p><b>AO1</b> Developing ideas through investigation, demonstrating critical understanding of sources</p> <p><b>AO2</b> Experimenting with ideas, materials and techniques to refine your ideas</p> <p><b>AO3</b> Recording ideas and observations</p> <p><b>AO4</b> A personal response. Your final piece/s showing links with prep work</p>	<p><b>AO1</b> Developing ideas through investigation, demonstrating critical understanding of sources</p> <p><b>AO2</b> Experimenting with ideas, materials and techniques to refine your ideas</p> <p><b>AO3</b> Recording ideas and observations</p>	<p><b>AO4</b> A personal response. Your final piece/s showing links with prep work</p>	<p><b>AO4</b> A personal response. Your final piece/s showing links with prep work</p>	

