

## AUTUMN 1

### Introduction to Art and Photography

Students will be introduced to departmental staff and inspirational examples of work from all key stages.  
Students will produce two pieces of work introducing themselves and their beliefs to their group and teacher in the form of an Identity mind map and positive slogan.

### Basic Skills 1

Students complete a series of written and practical tasks to demonstrate prior learning and for staff to identify skill levels.

### Prior Learning

Varied levels of entry according to primary school experiences.  
Completion of initial Identity tasks and Baseline tests will equip staff with understanding of previous skills and experiences.

## CAREERS LINKS

Fine artist, photographers, mixed media artist.  
Shoe designers and fine artists, artists, sculptors, puppet makers, animators.

## AUTUMN 2

### Basic Skills 2: Shoes

Staff will deliver activities in relation to the formal elements of Shape, Composition, Tone and Color.  
Students will work with graphite and coloring pencils.  
All basic skills lessons will be extended with appropriate homework activities

### Prior Learning

Varied levels of entry according to primary school experiences.  
Completion of initial Identity tasks and Baseline tests will equip staff with understanding of previous skills and experiences.

## SPRING 1

### Basic Skills 3: Shoes

Students continue to develop their understanding of the formal elements; they will explore mark making through drawing and through exploration of the work of Vincent Van Gogh.  
To consolidate their artist analysis skills, they will go on to explore the work of contemporary artist, Lisa Milroy, creating a series of piece inspired by her paintings of shoes.

### Prior Learning

Mark making activities supported by understanding of tone delivered in term 1  
Lisa Milroy and Van Gogh activities supported with understanding of composition from term 1.

## CHARACTER LINKS

Respectful and honest feedback (moral virtues) given in peer assessment.  
Increased confidence and perseverance (performance virtues)  
Autonomy (intellectual virtues) when creating independent photographic responses.

## SPRING 2

### Art Careers

In connection with the theme of shoes students will explore the work of:  
Shoe designers and artists who work with the theme of shoes.  
Investigations will enable students to understand the process of designing and making shoes and how artist have interpreted the themes of shoes in different ways.

### Prior Learning

Mark making activities supported by understanding of tone delivered in term 1  
Lisa Milroy and Van Gogh activities supported with understanding of composition from term 1.

## KEY ASSESSMENT DATES

A formative assessment is completed at the start of the year. Assessment is carried out at regular intervals following the completion of key tasks – for example, shoe drawing. Artist research and Festival of Hope final piece assessed.

## SUMMER 1

### Festival of Hope

Students will learn about Art festivals, they will explore the work of Hand Made parade (a community arts organisation in Hebden Bridge) and create work using a variety of media for their own Arts festival, including collage for the Heart maker's project.  
Inspired by the We Are Here video students will create their own narratives which will inspire future practical work.

### Prior Learning

Colour shading supported by skills delivered in term 1.  
Pen and wash activities supported by tonal skills from term 1.

## SUMMER 2

### Festival of Hope

Students will create a series of images and items for use in the Festival of Hope using color, watercolor and learning pen and wash techniques, using 3D techniques such as clay and origami.  
Students will go on to use their drawn and sculpted items in stop motion animations which tell the student narratives written earlier in the term.

### Prior Learning

Colour shading supported by skills delivered in term 1.  
Pen and wash activities supported by tonal skills from term 1.