

Subject: Art and Design Year 7: Year Overview



Term	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Getting to know Art and design. Formal Elements	Getting to know Art and design. Formal Elements	Getting to know Art and design. Formal Elements	Nature	Nature	Nature
Skills	Drawing, tone, shading, colour theory, colour techniques, weaving and paper outcomes.	Drawing, designing, applying colour skills, tone, Paint techniques, Artist research, pastel and photography	Artist research and analysis, drawing techniques, exploration of different media through portrait art.	Linking with artists, designing, drawing, painting, backgrounds and pattern.	Research (mind mapping) Media use (photography) Photoshop (layers and effects)	Composition, scale and media use. Textiles and Art for purpose.
Knowledge	Drawing techniques, shading, Artists linking to Key Skills, analysis of Artist/Artwork.	colours, Artist links, drawing, shading and paint techniques.	Artist research, Artists that use portrait in their Artwork, tonal techniques, using portion.	Understanding the themes and artists of this art movement. Understanding the styles and media best suited to it.	Linking research and Artists together to create a final outcome, designing, layout, using different materials.	A clear understanding of design for purpose to create a personal piece in the style of the Artists studied.
Assessment /Feedback	Starters, base line test, teacher feedback, peer, self assessment.	Starters, plenaries, teacher feedback peer, self assessment.	Starters, plenaries, teacher feedback, base line test, peer, self assessment.	Starters, plenaries, teacher feedback peer, self assessment.	Student understanding and reflection of AOs, Starters, teacher feedback, peer, self assessment.	Student understanding and reflection of AOs, Starters, teacher feedback, peer, self assessment.
Ecco Values	Base of all round art skills, knowledge for life, preparation for all Art and Photography projects, GRIT, sharing, supporting.	Knowledge of key drawing and shading skills, looking at Artists and designing. Sharing, be kind, high expectations and GRIT.	Knowledge of key drawing and shading skills, colour skills, using different media, looking at Artists and designing. Sharing, be kind, high expectations and GRIT.	Linking knowledge learnt together. Artists and designing. Sharing, be kind, high expectations and GRIT.	Be kind- discuss ideas thoughtfully. Aim high- Truly understand the art style. Show grit- learn new photography skills and be happy to make mistakes and improve on them.	Work hard- develop the best final pieces through hard work on skills and ideas. Use grid method to create complex compositions.

Work Hard | Be Kind | Aim High | Show GRIT

Subject: Art and Design Year 8: Year Overview



Term	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Topic	Masks/ portrait	Masks /Portrait	Contemporary art	Contemporary art	Places	Places
Skills	Photography (composition, focus, lighting), sketching(shape and proportion), painting (colour mixing), drawing, mind mapping	3D building / relief work in clay or card (texture, shape, form)	Written analysis using thinking hats. Drawing(shape, tone, line)	Letter forms (grid method to draw and IT skills) Painting skills. Printing skills Design and composition	Research (mind mapping) Media use (photography) Photoshop (layers and effects)	Composition, scale and media use. (Scaling up methods)
Knowledge	Asking the following questions whilst researching : What are masks for? What are the differences/ similarities in different cultures ? How have different artists been influenced by masks?	Understanding the design process and learning new ways of building 3D structures	Asking the following whilst researching in writing and drawing: What is contemporary art? What messages are there in art? What are my own opinions and ideas?	Understanding the power of art to change minds when designing a card to send to a special someone showing appreciation. PHSCE themes looking at gender, social issues and politics.	Understanding the themes and artists who use places in their Artwork. Researching the Sheffield Artist Jo Peel. Understanding how to draw buildings, perspective. Understanding the styles and media best suited to it.	A clear understanding of design for purpose to create a personal piece in the style of Jo Peel.
Assessment	Student understanding and reflection of AOs Starters, base line test, teacher feedback, peer, self assessment. Booklets.	Student understanding and reflection of AOs, Starters, teacher feedback, peer, self assessment. Booklets.	Student understanding and reflection of AOs, Starters, teacher feedback, peer, self assessment. Booklets.	Student understanding and reflection of AOs, Starters, teacher feedback, peer, self assessment. Booklets.	Student understanding and reflection of AOs, Starters, teacher feedback, peer, self assessment. Booklets.	Student understanding and reflection of AOs, Starters, teacher feedback, peer, self assessment. Booklets.
Ecco Values	Show grit- good questioning and research. Aim high with portrait as it is a challenging theme.	Be kind- working collaboratively with materials. Work hard- Learning new skills and being patient with skills	Be kind- Listening to others opinions and debating ideas. Aim high- High level of critical understanding.	Work hard- Put real effort into a design to be given to a chosen person. Aim high- excellence needed as it is to be celebrated and given to someone.	Be kind- discuss ideas thoughtfully. Aim high- Truly understand the art style. Show grit- learn new photography skills and be happy to make mistakes and improve on them.	Work hard- develop the best final pieces through hard work on skills and ideas. Use grid method to create complex compositions.

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Subject: Art and Design Year 9: Year Overview



	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half term 6
Topic	Food	Food	Food	Issues	Issues	Issues
Skills	Drawing, research and analysis skills, photography skills – composition, drawing and shading skills. Printmaking and digital Art.	Drawing, research and analysis skills, range of 3D Art media skills, developing clay skills and painting clay skills.	Drawing, using chalk designing and layout. Analysis skills of packaging design and colour. Using typography and colour to create a good label, food package. Painting skills developed.	Drawing: proportion, detail, shading, contrast, texture. collage, iPad work – photography/digital Art, mono-printing and painting skills, pattern work.	Drawing: proportion, detail, shading, contrast, texture. Design process, collage, iPad work – photography/digital Art, mono-printing and painting skills, pattern work.	Students choose their own theme. Using previous skills they pick the media they would like to work with and develop outcomes. This will be drawing, mindmapping, mood boarding then 2D or 3D work.
Knowledge	Research and analysis of the work of Joel Penkman and Sarah Graham. Understanding the processes and developing techniques.	Developing own designs then outcomes linking to relevant Artists- Claus Oldenberg and Peter Anton. Pattianne Stevenson Creating 3D outcomes through clay and card.	Developing packaging designs using Artist – Andy Warhol and food brands to help. Using Photoshop Recalling using chalks and painting skills alongside colour theory.	Ideas behind current issues- how is Portrait used within this theme. Development of drawing techniques/processes for drawing Portraits. Linking to Mark Powell, Van Gogh self portraits. Taking own Portrait Photos.	Investigating Design/drawing techniques/processes. Linking to portrait Artists who look at a range of Issues- Michelle Robb, Ian Rankin, Barbara Kruger to create outcomes.	Own Project choice- students choose their own theme linked to themselves. Produce a series of work using previous skills then into an outcome.
Assessment	Starters, plenaries, teacher feedback, base line test, peer, self assessment.	Starters, plenaries, teacher feedback peer, self assessment.	Starters, plenaries, teacher feedback, base line test, peer, self assessment.	Starters, plenaries, teacher feedback peer, self assessment.	Starters, plenaries, base line test, teacher feedback peer, self assessment.	List of ideas for students to use- linking to cross curricular subjects. Starters, plenaries, teacher feedback peer, self assessment
Ecco Values	Knowledge of key drawing and shading skills, colour skills, using different media, looking at Artists and designing. Sharing, be kind, high expectations and GRIT.	Linking knowledge learnt together. Artists and designing. Sharing, be kind, high expectations and GRIT.	Knowledge of key drawing and shading skills, colour skills, using different media, looking at Artists and designing. Sharing, be kind, high expectations and GRIT.	Linking knowledge learnt together. Artists and designing. Sharing, be kind, high expectations and GRIT.	Knowledge of key drawing and shading skills, colour skills, using different media, looking at Artists and designing. Sharing, be kind, high expectations and GRIT.	Linking knowledge learnt together. Artists and designing. Sharing, be kind, high expectations and GRIT.

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Subject/Course: AQA Art, Craft and Design Year 10: Year Overview



Unit of Learning	Unit 1 – Coursework 60%	Unit 1 Coursework 60%	Unit 1 Coursework 60%	Unit 1 Coursework 60%	Unit 1 Coursework 60%	Unit 1 Coursework 60%
Topic	Textures/Close ups	Textures/Close ups	Textures and Close ups Clay Project	Textures and Close ups Clay Project	My World	My World
Skills	Artists, research and analysis. Drawing, tone, shading, painting techniques, colour theory, Photography, annotation.	Developing skills and experimenting in different media, oil pastel, painting, pen, crayon, etc.	Developing ideas through planning, design, creating a Final outcome.	Artists, research and analysis. Drawing, tone, shading, painting techniques, colour theory based mixing colours, annotation.	Developing skills and experimenting in different media, oil pastel, painting, pen, crayon, etc.	Developing planning skills through decision making, layout, design and material choice. Linking ideas from artists and previous Artwork
Knowledge	Assessment Objective 1/2 Outline, grid method, drawing, experimental drawing, tone, colour theory, colour techniques. Artist research and analysis, annotation, photography techniques	Assessment Objective 1/2 Outline, grid method, drawing, experimental drawing, tone, colour theory, colour techniques. Artist research and analysis, annotation, photography techniques	Assessment Objective 3/4 Using a range of different materials and techniques. Using ideas, planning and analysis. AO4 – Final Outcomes Creating a Final Outcome linking to other assessment objectives.	Assessment Objective 3/4 Using a range of different materials and techniques. Using ideas, planning and analysis. AO4 – Final Outcomes Creating a Final Outcome linking to other assessment objectives.	Assessment Objective 1/2 Outline, grid method, drawing, experimental drawing, tone, colour theory, colour techniques. Artist research and analysis, annotation, photography techniques	Assessment Objective 2 Using a range of different materials and techniques. Assessment Objective 3 Using a range of different appropriate materials. Using ideas, planning and analysis.
Assessment/ Feedback	Student understanding and reflection of AOs Starters, base line test, teacher feedback, peer, self assessment. Booklets.	Student understanding and reflection of AOs, Starters, teacher feedback, peer, self assessment. Booklets.	Student understanding and reflection of AOs, Starters, teacher feedback, peer, self assessment. Booklets.	Student understanding and reflection of AOs, Starters, teacher feedback, peer, self assessment. Booklets.	Student understanding and reflection of AOs, Starters, teacher feedback, peer, self assessment. Booklets.	Student understanding and reflection of AOs, Starters, teacher feedback, peer, self assessment. Booklets.
Ecco Values	Rounded base of skills and knowledge for GCSE Fine Art, with a view to move forward to College/Work. High expectations, working Hard and showing GRIT.	Rounded base of skills and knowledge for GCSE Fine Art, with a view to move forward to College/Work. High expectations, working Hard and showing GRIT.	Rounded base of skills and knowledge for GCSE Fine Art, with a view to move forward to College/Work. High expectations, working Hard and showing GRIT.	Rounded base of skills and knowledge for GCSE Fine Art, with a view to move forward to College/Work. High expectations, working Hard and showing GRIT.	Rounded base of skills and knowledge for GCSE Fine Art, with a view to move forward to College/Work. High expectations, working Hard and showing GRIT.	Rounded base of skills and knowledge for GCSE Fine Art, with a view to move forward to College/Work. High expectations, working Hard and showing GRIT.

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Subject/Course: AQA Art, Craft and Design Year 11: Year Overview



Unit of Learning	Unit 1 – Coursework 60%	Unit 1 Coursework 60%	Unit 1 Coursework 60%	Unit 2 Exam 40%	Unit 2 Exam 40%	Unit 2 Exam 40%
Topic	My World	My World	Reviewing Coursework.	Exam Question	Exam Question	Exam Question
Skills	Developing skills and experimenting in different media, oil pastel, painting, pen, crayon, etc.	Developing ideas through planning, design, creating a Final outcome.	Reflecting, improving, and reviewing	Artists, research and analysis. Drawing, tone, shading, painting techniques, colour theory, Photography, annotation.	Developing skills and experimenting in different media, oil pastel, painting, pen, crayon, etc.	Developing ideas through planning, design, creating a Final outcome in Art Exam.
Knowledge	Assessment Objective 2 Using a range of different materials and techniques. Assessment Objective 3 Using a range of different appropriate materials. Using ideas, planning and analysis.	Assessment Objective 4- Final Outcomes Creating a Final Outcome linking to other assessment objectives.	Covering all assessment areas- students to review/reflect on their coursework- developing it, adding to and improving it.	Assessment Objective 1 Outline, grid method, drawing, experimental drawing, tone, colour theory, colour techniques. Artist research and analysis, annotation, photography techniques	Assessment Objective 2 Using a range of different materials and techniques. Assessment Objective 3 Using a range of different appropriate materials. Using ideas, planning and analysis.	Assessment Objective 3 Using a range of different appropriate materials. Using ideas, planning and analysis. ART EXAM Assessment Objective 4- Creating a Final Outcome linking to other assessment objectives.
Assessment /Feedback	Student understanding and reflection of AOs Starters, base line test, teacher feedback, peer, self assessment. Booklets.	Student understanding and reflection of AOs Starters, teacher feedback, peer, self assessment. Booklets.	Student understanding and reflection of AOs Starters, teacher feedback, peer, self assessment. Booklets.	Student understanding and reflection of AOs Starters, teacher feedback, peer, self assessment. Booklets.	Student understanding and reflection of AOs Starters, teacher feedback, peer, self assessment. Booklets.	Student understanding and reflection of AOs Starters, teacher feedback, peer, self assessment. Booklets.
Ecco Values	Rounded base of skills and knowledge for GCSE Fine Art, with a view to move forward to College/Work. High expectations, working Hard and showing GRIT.	Rounded base of skills and knowledge for GCSE Fine Art, with a view to move forward to College/Work. High expectations, working Hard and showing GRIT.	Rounded base of skills and knowledge for GCSE Fine Art, with a view to move forward to College/Work. High expectations, working Hard and showing GRIT.	Rounded base of skills and knowledge for GCSE Fine Art, with a view to move forward to College/Work. High expectations, working Hard and showing GRIT.	Rounded base of skills and knowledge for GCSE Fine Art, with a view to move forward to College/Work. High expectations, working Hard and showing GRIT.	Rounded base of skills and knowledge for GCSE Fine Art, with a view to move forward to College/Work. High expectations, working Hard and showing GRIT.

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Subject/Course: AQA Photography Year 10: Year Overview



Unit of Learning	Unit 1 – Coursework 60%	Unit 1 Coursework 60%	Unit 1 Coursework 60%	Unit 1 Coursework 60%	Unit 1 Coursework 60%	Unit 1 Coursework 60%
Topic	Architecture	Architecture	Architecture	Architecture	Alphabet	Alphabet
Skills	Artists, research and analysis. ,Photography, annotation/literacy.	Developing skills and experimenting in different media, mono printing, pen, photoshop, apps, ipad and camera use.	Developing ideas through planning, design, creating a Final outcome.	Artists, research and analysis. annotation/literacy.	Developing skills and experimenting in different media, mono printing, pen, photoshop, apps, ipad and camera use.	Developing planning skills through decision making, layout, design and design choice. Linking ideas from artists and previous Artwork
Knowledge	Assessment Objective 1/2 Artist/Photographer research and analysis, annotation, photography techniques. Photoshoots, camera and ipad techniques, use of apps and digital art.	Assessment Objective 1/2 Artist/Photographer research and analysis, annotation, photography techniques. Photoshoots, camera and ipad techniques, use of apps and digital art.	Assessment Objective 3/4 Using a range of different materials and techniques. Using ideas, planning and analysis. AO4 – Final Outcomes Creating a Final Outcome linking to other assessment objectives.	Assessment Objective 3/4 Using a range of different materials and techniques. Using ideas, planning and analysis. AO4 – Final Outcomes Creating a Final Outcome linking to other assessment objectives.	Assessment Objective 1 Artist/Photographer research and analysis, annotation, photography techniques. Photoshoots, camera and ipad techniques, use of apps and digital art.	Assessment Objective 1/2 Outline, grid method, drawing, experimental drawing, tone, colour theory, colour techniques. Artist research and analysis, annotation, photography techniques
Assessment/ Feedback	Student understanding and reflection of AOs Starters, base line test, teacher feedback, peer, self assessment. Booklets.	Student understanding and reflection of AOs, Starters, teacher feedback, peer, self assessment. Booklets.	Student understanding and reflection of AOs, Starters, teacher feedback, peer, self assessment. Booklets.	Student understanding and reflection of AOs, Starters, teacher feedback, peer, self assessment. Booklets.	Student understanding and reflection of AOs, Starters, teacher feedback, peer, self assessment. Booklets.	Student understanding and reflection of AOs, Starters, teacher feedback, peer, self assessment. Booklets.
Ecco Values	Rounded base of skills and knowledge for GCSE Fine Art, with a view to move forward to College/Work. High expectations, working Hard and showing GRIT.	Rounded base of skills and knowledge for GCSE Fine Art, with a view to move forward to College/Work. High expectations, working Hard and showing GRIT.	Rounded base of skills and knowledge for GCSE Fine Art, with a view to move forward to College/Work. High expectations, working Hard and showing GRIT.	Rounded base of skills and knowledge for GCSE Fine Art, with a view to move forward to College/Work. High expectations, working Hard and showing GRIT.	Rounded base of skills and knowledge for GCSE Fine Art, with a view to move forward to College/Work. High expectations, working Hard and showing GRIT.	Rounded base of skills and knowledge for GCSE Fine Art, with a view to move forward to College/Work. High expectations, working Hard and showing GRIT.

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Subject/Course: AQA Photography Year 11: Year Overview

Unit of Learning	Unit 1 – Coursework 60%	Unit 1 Coursework 60%	Unit 1 Coursework 60%	Unit 2 Exam 40%	Unit 2 Exam 40%	Unit 2 Exam 40%
Topic	Alphabet	Alphabet	Reviewing Coursework.	Exam Question	Exam Question	Exam Question
Skills	Developing skills and experimenting in different media, mono printing, pen, Photoshop, apps, iPad and camera use.	Developing ideas through planning, design, creating a Final outcome.	Reflecting, improving and reviewing	Artists, research and analysis. Mono printing, Photography, annotation, analysis and literacy.	Developing skills and experimenting in different media, mono printing, pen, Photoshop, apps, iPad and camera use.	Developing ideas through planning, design, creating a Final outcome in Art Exam.
Knowledge	Assessment Objective 2 Using a range of different materials and techniques. Assessment Objective 3 Using a range of different appropriate materials. Using ideas, planning and analysis.	Assessment Objective 4- Final Outcomes Creating a Final Outcome linking to other assessment objectives.	Covering all assessment areas- students to review/reflect on their coursework- developing it, adding to and improving it.	Assessment Objective 1 Outline, grid method, drawing, experimental drawing, tone, colour theory, colour techniques. Artist research and analysis, annotation, photography techniques	Assessment Objective 2 Using a range of different materials and techniques. Assessment Objective 3 Using a range of different appropriate materials. Using ideas, planning and analysis.	Assessment Objective 3 Using a range of different appropriate materials. Using ideas, planning and analysis. ART EXAM Assessment Objective 4- Creating a Final Outcome linking to other assessment objectives.
Assessment /Feedback	Student understanding and reflection of AOs Starters, base line test, teacher feedback, peer, self assessment. Booklets.	Student understanding and reflection of AOs Starters, teacher feedback, peer, self assessment. Booklets.	Student understanding and reflection of AOs Starters, teacher feedback, peer, self assessment. Booklets.	Student understanding and reflection of AOs Starters, teacher feedback, peer, self assessment. Booklets.	Student understanding and reflection of AOs Starters, teacher feedback, peer, self assessment. Booklets.	Student understanding and reflection of AOs Starters, teacher feedback, peer, self assessment. Booklets.
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