

**Whole School Intent**  
 Barnhill Ethos- Wisdom: We admire the best of human achievements and we aim to become experts. At Barnhill we believe that every child should develop a life-long love of learning and how to learn successfully. We want our pupils to be able to thrive when they leave us and believe that this is best accomplished by working hard and learning from mistakes made to continually improve.

**Department Mission Statement**  
 The mission of the Creative Design department is to inspire, educate, and fully prepare our students to become exceptional artists, crafts people and designers. Through the development of high quality analytical and practical skill, we strive to provide an art education that is rich in historical context and diversity, providing students with an appreciation of the arts and their global context, within which they can explore their creativity. We believe that art matters. It changes lives, documents and reflects experiences, and shows us worlds and perspectives other than our own. Making art has been a fundamental part of human activity since the beginnings of known history; studying art has played a central role in the development of our understanding of human civilization. Further, societies are judged often by the art that they produce.  
 Through a broad spectrum of disciplines integrating art and technology, our students are prepared to go on to further education and careers of their choice. Students understand and appreciate the opportunities offered through the study of the arts and are fully able to pursue their aspirations. Students are also aware of the benefits of the arts to mental well-being; enjoying the therapeutic natural of the hands-on elements of the course, in which they can explore self-expression and escapism.  
 The mission of the Department of Art is to champion the value of the visual arts in the cultural and intellectual life of the school and contemporary society. With a commitment to promoting strong ethical values, we strive to foster a sense of community among our students, staff and parents.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<b>The Formal elements</b>	<b>The Formal elements</b>	<b>Art history - Impressionism</b>	<b>Art history - Impressionism</b>	<b>Cityscapes - Pattern and print</b>	<b>Famous London landmarks - Pattern and print</b>
<i>Key composite (the question that students can tackle at the end of the unit)</i>	<i>What are the formal elements in art? How can we apply the formal elements in our own work?</i>	<i>What are the formal elements in art? How can we apply the formal elements in our own work?</i>	<i>What is an art movement? How can I create an Impressionist artist copy?</i>	<i>How can I use my knowledge of Impressionism to create a response?</i>	<i>How can I use positive and negative space to copy and respond to David Fleck?</i>	<i>How can we use design to create a polyblock print of famous London landmark?</i>
<i>Key skills</i>	Weight of line - diversity of line-based marks Shading techniques - hatching and cross hatching How does this change from a 2D shape into a 3D form Produce a colour theory reference page in their sketchbook Mixing secondary colours.	Explore how to create a collage using negative and positive space. Experiment with different mark-making techniques to attempt to recreated various 3D surfaces in 2D. Write an analysis of an artwork, applying and demonstrating their understanding of the formal elements.	Gain an understanding of specific painting techniques and how to correctly use of water colour to create an artist copy.	Analyse the work of Claude Monets paintings and produce a personal response to Impressionism by using key characteristics of the movement.	Explore the visuals of our capital city, discovering the historical and cultural significance of various famous sites. Apply knowledge of mark making and space correctly to create a biro artist copy.	Create a successful prints using positive and negative space, experiment with colour and ground with the option of constructing a range of coloured prints.
<i>Key concepts (knowledge)</i>	Line, Shape, Tone, Form, Colour	Positive/negative space, Texture, How do we use the formal elements toanalities Starry Night?	Subject specific knowledge of a variety of artistic techniques including drawing and painting Art historical knowledge of the part Impressionism has had to play in inspiring various artists in different times and cultures.	What is an artist response?	Explore pattern, using positive and negative repetition to create illustrative copy and responses design based on the work of various contemporary artists: David Fleck, and Kris Tate	Introduction to design and print making using secondary sources (using a theme famous London Landmarks). Learn how to simplify and stylise drawings to create a design which they will subsequently make into a press print.
<i>National curriculum</i>	To use a range of techniques to record their observations in sketchbooks, journals another media as a basis for exploring their ideas. To use a range of techniques and media, including painting to increase their proficiency in the handling of different materials	To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.	To increase their proficiency in the handling of different materials To use a range of techniques and media, including painting about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.	To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work To use a range of techniques and media, including painting About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.	To use a range of techniques to record their observations in sketchbooks, journals another media as a basis for exploring their ideas. To increase their proficiency in the handling of different materials About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work	To increase their proficiency in the handling of different materials To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
<b>Year 8</b>	<b>Portraiture</b>	<b>Self portrait</b>	<b>Art history - Fauvism</b>	<b>Art history - Fauvism</b>	<b>Architecture</b>	<b>3D Architecture</b>
	<i>What is a portrait? What can a portrait show?</i>	<i>How can I apply my knowledge of anatomy to create a realistic self portrait?</i>	<i>What is Fauvism? How can I create an Fauvist artist copy?</i>	<i>How can I use my knowledge of Fauvism to create a response?</i>	<i>What are the 6 architectural styles? How can I create a line drawing of my architectural style using different view</i>	<i>How to take a design from 2D to 3D?</i>

<b>Key composite</b>						
<b>Key skills</b>	Gain an understanding of specific shading techniques and how to correctly use them to give a 3D appearance.	Create a self portrait that uses both mark-making and tone to give it the appearance of realism.	Gain an understanding of specific painting techniques using acrylic paint to create an artist copy.	Analyse Fauvism as a movement and produce a personal response to Fauvism by using colour theory and paint application to create Fauvist response.	Use perspective to copy an architectural structure.	Use clay safely and effectively to create an architectural structure based on one of the 6 styles.
<b>Key concepts</b>	Develop on existing craftsmanship skills and understanding of the formal elements to study the drawing of facial features to create a realistic self-portrait, as an opportunity to demonstrate emerging skill. Using a grid to aid scale and proportion.	Explore the concept of 'self' through tonal portraiture. Look at a wide range of modern and contemporary artists such as Walter Sickert and Oscar Ukonu.	Subject specific knowledge of a variety of artistic techniques including acrylic painting techniques. Historical context to Fauvism and how this has inspired various artists and colour theory.	To be able to talk confidently about Fauvism as a movement and understand how to apply painting techniques to produce a response.	Correctly able to describe what architecture is and able to ability to recognise architectural differences in architectural styles. Greek Architecture 790 – 550 BC Islamic Architecture 700 AD – present day Gothic Architecture 1150 – 1599 AD Art Deco Architecture 1920 – 1939 Brutalist Architecture 1955 – 1975 High Tech Architecture 1970 – Present Day	Introduction of 3D design. They will then learn the process from 2D design to finished clay piece, clay safety, how to add and subtract clay safely using tools.
<b>National curriculum</b>	To use a range of techniques to record their observations in sketchbooks, journals another media as a basis for exploring their ideas.	To increase their proficiency in the handling of different materials  To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work	To increase their proficiency in the handling of different materials  To use a range of techniques and media, including painting  About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.	To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work  To use a range of techniques and media, including painting  About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day	About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.	To increase their proficiency in the handling of different materials  To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
<b>Year 9</b>	<b>Natural forms - Experimental drawing methods</b>	<b>Natural forms - Painting</b>	<b>Natural forms - Outcome</b>	<b>Man Made - Drawing methods</b>	<b>Man Made - Experimental media</b>	<b>Man Made - Print making</b>
<b>Key composite</b>	<i>How can I use various drawing and photography methods and media to represent Natural Forms?</i>	<i>How can I use various painting methods and media to represent Natural Forms?</i>	<i>How can I create a final piece to Natural forms using Acrylic paint?</i>	<i>How can I use various drawing and photography methods and media to represent Man made?</i>	<i>How can I use materials in a new an exciting way?</i>	<i>How can I create a polyblock print using imagery and text?</i>
<b>Key skills</b>	Develop skills in tone and texture using pen to study Karl Blossfeldt. Students will develop their understanding of the historical developments within photography as well as practically being able to demonstrate an insight into how to compose a photograph and consider aspects such as lighting and texture responding to Edward Westons work.	A more sophisticated understanding of paint and processes will be developed deepening their understanding of colour theory, painting techniques and colour mixing using acrylic paint to create an artist copy of contemporary artist Kate Birch.	Produce a final outcome to natural forms using primary images.	Discuss the work of Jim Dines Winter tool and gain an understanding of specific experimental shading techniques. Drawing techniques and styles/ printmaking will be explained and put into historical context. Students will develop and extend their observational skills, incorporating more sophisticated tonal elements into their work.	Explore new and exciting materials such as drawing inks, charcoal and chalk. How can we use gestural mark making to create a piece of art.	Create a successful prints using positive and negative space responding the the artist Leslie Nan Moon. Experiment with imagery, lettering, coloured grounds with the option of constructing a range of collaged prints
<b>Key concepts</b>	Use a range of technical skills to record their observations and photography to understand the purpose of an artist's sketchbook as a basis to explore ideas. Discuss how master artists use the formal elements and how we can interpret this using experimental mark making.	How can I use various painting methods and media to represent Natural Forms? Students will discuss the work of a wide range of artists and discuss the difference in styles such as realism, figurative, stylised and abstract art.	Refine and complete a final outcome to the theme of Natural forms - They will evaluate their final outcomes and make informed connections with the work of others how to reflect on my outcome and produce an artist's statement.	How can we use pencil to give the illusion of a different material.	This project is to build on existing observational drawing skills using the formal elements (Line, tone & form) and to encourage media experimentation and risk taking.	Learn how to create a design using imagery and text they will reverse into a press print.
<b>National curriculum audit</b>	About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.  To use a range of techniques to record their observations in sketchbooks, journals another media as a basis for exploring their ideas  To increase their proficiency in the handling of different materials	About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.  To use a range of techniques and media, including painting	To use a range of techniques and media, including painting  To analyse and evaluate their own work, and that of others, in order to strengthen the	About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.  To use a range of techniques to record their observations in sketchbooks, journals another media as a basis for exploring their ideas  To increase their proficiency in the handling of different materials	To use a range of techniques to record their observations in sketchbooks, journals another media as a basis for exploring their ideas  To increase their proficiency in the handling of different materials	To increase their proficiency in the handling of different materials  To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
<b>Year 10</b>	<b>Component 1 - Landscape</b>	<b>Component 1 -Landscape</b>	<b>Component 1 -Landscape</b>	<b>Component 1 -Human body</b>	<b>Component 1 -Human Body</b>	<b>Component 1 -Human Body</b>
<b>Key composite</b>	<i>What drawing and painting skills can I apply to record surroundings? How can I develop experimental painting techniques to expressively interpret my landscape recordings?</i>	<i>How can I use my recordings to create an original and personal response that demonstrates my skills, in the theme 'Landscape'.</i>	<i>How can I reflect on what I have learnt to create a meaningful response to the theme landscape?</i>	<i>What drawing and painting skills can I apply to record the theme 'Human body'? How can I develop experimental painting techniques to expressively interpret my recordings?</i>	<i>How can I use my recordings to create an original and personal response that demonstrates my skills, in the theme 'Human Body'.</i>	<i>How can I reflect on what I have learnt to create a meaningful response to the theme 'Human Body'?</i>
	Students will learn how to present and analyse their work	Students will develop a more sophisticated understanding of paint and processes. Students will learn to tackle and overcome issues with	Students will begin the planning of a final piece inspired by the artist/theme they have been researching. This piece will build	Students will develop a more sophisticated understanding of tone and printmaking and processes. Students will learn	Students will develop a more sophisticated understanding of paint and processes. Students will learn to tackle and	Students will begin the planning of a final piece inspired by the artist/theme they have been researching. This piece will build

<b>Key skills</b>	at a more complex and refined level. Artist Research- Students will begin to analyse the work of artists and/or their theme with a deeper understanding and appreciation of the assessment criteria. Mark making techniques How do different artists explore landscape Vincent Van Gogh - copy and response Water colour techniques David Parfitt—copy and response	increased independence. Acrylic techniques Brian Buckrell artist copy and response Artist 4 copy and response	onskills learnt at KS3 and the experiments produced during Term 1 and 2. Final piece planning Photoshoot Thumbnail designs Media trials Final piece	to tackle and overcome issues with increased independence. Tonal self portrait Mark Powell artist copy Print making	overcome issues with increased independence. Acrylic artist copy and response Artist 4 copy and response	onskills learnt at KS3 and the experiments produced during year 10. Final piece planning Photoshoot Thumbnail designs Media trials Final piece
<b>Key concepts</b>	Use a range of technical skills such as mark making and water colour to record their observations and photography and to understand the purpose of an artist's sketchbook as a basis to explore ideas. Discuss a variety of modern and contemporary artists and how they show landscape.	Develop skills in paint application to record their observations and photography and to understand the purpose of an artist's sketchbook as a basis to explore ideas. Discuss a variety of modern and contemporary artists and how they show landscape.	Refine and complete a final outcome to the theme of Landscape - They will evaluate their work so far to produce an informed and purposeful outcome.	Use a range of technical skills such as mark making and etching to record their observations and photography and to understand the purpose of an artist's sketchbook as a basis to explore ideas. Discuss a variety of modern and contemporary artists and how they show landscape.	Develop skills in paint application to record their observations and photography and to understand the purpose of an artist's sketchbook as a basis to explore ideas. Discuss a variety of modern and contemporary artists and how they show landscape.	Refine and complete a final outcome to the theme of Human body - They will evaluate their work so far to produce an informed and purposeful outcome.
<b>Year 11</b>	<b>Component 1 -Beginning and or end</b>	<b>Component 1 -Beginning and or end</b>	<b>Component 2 -Exam Project</b>	<b>Component 2 -Exam Project</b>		
<b>Key composite</b>	How to research an artist, analyse their work and respond to the theme beginning and or end?	How can I use my recordings to create an original and personal response that demonstrates my skills, in the theme 'Beginning and or end'.	How to research an artist, analyse their work and respond to the exam theme?	How can I use my recordings to create an original and personal response that demonstrates my skills, in the exam theme.		
<b>Key skills</b>	Students will learn how to present and independently investigate a body of work which covers all assessment objectives from a set starting point 'beginning and or end.' Artist 1/ 2 copy and response Experimental media	Students will begin the planning of a final piece inspired by the artists/theme they have been researching. This piece will build on skills learnt at KS3 and year 10. Final piece planning Photoshoot Thumbnail designs Media trials Final piece	Students will receive their title themes for their controlled assessment (AQA). They will choose one theme to investigate and research independently, ensuring each assessment objective is covered. Artist 1/ 2 copy and response Experimental media	Students will begin the planning of a final piece inspired by the artists/theme they have been researching. This piece will build on skills learnt at KS3 and KS4. Final piece planning Photoshoot Thumbnail designs Media trials Final piece		
<b>Key concepts</b>	Use a range of technical skills to record their observations and photography and to understand the purpose of an artist's sketchbook as a basis to explore ideas. Discuss a variety of modern and contemporary artists.	Refine and complete a final outcome to the theme of beginning and or end- They will evaluate their work so far to produce an informed and purposeful outcome.	Use a range of technical skills to record their observations and photography and to understand the purpose of an artist's sketchbook as a basis to explore ideas. Discuss a variety of modern and contemporary artists.	Refine and complete a final outcome to the exam theme - They will evaluate their work so far to produce an informed and purposeful outcome.		
<b>Year 12</b>	<b>Material development</b>	<b>Component 1</b>	<b>Component 1</b>	<b>Component 1</b>	<b>Component 1</b>	
<b>Key composite</b>	Introductory units: visual language	Introductory units: research skills	Introductory units: critical awareness	Clay project	Refinement - developing ideas	Developing ideas for final outcome
<b>Key skills</b>	Students will develop practice skills in: Drawing, Oil painting, Lino, Etching	Independent investigation and conceptual understanding building on GCSE skills, students will implement and develop their investigational skills, demonstrating a more conceptual and contextual understanding in sketchbooks, working independently with a focus on specifically meeting the assessment criteria.	Artist Research and contextual understanding Students will be introduced to an initial artist(s) that will encourage them to think at a more conceptual level and develop their research with more insight and understanding of context.	Students will research and explore 3D artists which link to their personal investigation. Students will then respond to this using clay demonstrating an understanding of the characteristics of the work.  and improving throughout.	How to refine learning during experimentation aspect and apply techniques, media and processes to the development of personal project	Using combined knowledge of how artists and craftspeople work to develop and refine ideas for a final outcome
<b>Key concepts</b>	To develop a range of technical skills which they will be able to showcase in their personal investigation.	Using research sources to aid personal investigation.	To analyse relevant artists throughout their independent investigation and demonstrate a clear understanding of context.	To analyse relevant artists and respond through clay.	To analyse relevant artists with a focus on experimentation to develop their independent investigation and demonstrate a clear understanding of context.	To develop their understanding of materials and approaches to their personal investigation, working towards producing an outcome which realises intentions and ensuring all assessment objectives are addressed.
<b>Year 13</b>	<b>Component 1</b>	<b>Component 2</b>	<b>Component 2</b>	<b>Component 2</b>	<b>Component 2</b>	
<b>Key composite</b>	Complete final outcome - Artist statement	Exam	Exam	Exam		
<b>Key skills</b>	How to apply written analysis in a more formal context, creating a written study of the cultural historical context of own work.	AO1 - how to research an artist, analyse their work and respond to what you have learnt. AO2 - How to combine ideas to experiment	AO1/AO2/AO3 - Students will continue to investigate and experiment with process and materials, working towards producing are solved outcome or outcomes which realise intentions.	AO3/AO4 - how to develop and refine a final outcome. AO4 (during 10 hr exam) how to produce a refined final outcome.		

<i>Key concepts</i>	To develop their understanding of materials and approaches to their personal investigation, working towards producing an outcome which realise intentions and ensuring all assessment objectives are addressed.	To analyse relevant artists throughout their independent investigation and demonstrate a clear understanding of context.	To analyse relevant artists with a focus on experimentation to develop their independent investigation and demonstrate a clear understanding of context.	To develop their understanding of materials and approaches to the exam theme, working towards producing an outcome which realise intentions and ensuring all assessment objectives are addressed.		
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