

## ART at King's Academy Ringmer

End point	Knowledge acquired	Skills acquired
<b>YEAR 7</b>		
<b>1 - Baseline testing Record Colour Creativity</b>	<ul style="list-style-type: none"> <li>- Biscuit drawing using pencil</li> <li>- Colour theory- colour wheel using watercolour paints</li> <li>- Split drawing- transferring and mark making skills</li> <li>- 3x line creative drawing</li> </ul> <p style="text-align: center;"><b>Top Keywords</b> Drawing, outline, colour, creativity, watercolour</p>	<ul style="list-style-type: none"> <li>- 2d drawing skills</li> <li>- Colour painting using watercolours</li> <li>- Transferring skills using graphite</li> <li>- Open creativity drawing</li> </ul>
<b>2- Colour and Impressionism theory</b>	<ul style="list-style-type: none"> <li>- 2d painting techniques- colour theory, primary, secondary and complimentary, warm and cold</li> <li>- Inspiration from Claude Monet and other impressionism painters</li> <li>- 3D paper manipulation techniques inspired by Crystal Wagner</li> </ul> <p style="text-align: center;"><b>Top Keywords</b> Colour, warm, cold, pointillism, paper manipulation, sculpture</p>	<ul style="list-style-type: none"> <li>- 2d painting skills</li> <li>- 3d paper sculptures</li> <li>- Impressionism theory</li> </ul>
<b>3- Natural Forms</b>	<ul style="list-style-type: none"> <li>- 2d recording skills inspired from Sussanah Blaxhill still life illustrator and painter, also Karen Kluglein</li> <li>- 3D ceramic clays tiles and/ or pinch pots inspired by Kate Malone ceramicist</li> </ul> <p style="text-align: center;"><b>Top Keywords</b> Illustration, ink work, 3d formal elements, scale and texture</p>	<ul style="list-style-type: none"> <li>- 2d illustration skills</li> <li>- 3d ceramics and clay work</li> </ul>
<b>YEAR 8</b>		
<b>1- RECORD and still life skills- dry media</b>	<ul style="list-style-type: none"> <li>- Use of drawing and sketching. How to manipulate biro to create drawing skills- what makes a successful drawing.</li> <li>- Why sketching is important to the creative process.</li> <li>- How to select a meaningful artist/response towards an end piece.</li> <li>- How to think compositionally- more objects and a complex still life group of sweets- means the more complex influence to refer to.</li> <li>- Completing a colour wheel, focusing on mixing oil pastel colours, primary, secondary, complimentary, warm and colour.</li> <li>- How to evaluate their own work (responses) With clear reasoning of why.</li> <li>- To use EBI and WWW to evaluate their versions/outcome.</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing skill in line with 2d and 3d formal elements and language.- inspired by Karl Blossfelt.</li> <li>- Skill of using a biro to draw timed drawings and oil pastel colours to complete the colour wheel. Developing colour theory skills.</li> <li>- Developing creativity for students to select their own composition of sweets</li> </ul>

	<p>- Developing use of dry media such as oil pastels, chalk pastels and fine liner.</p> <p><b>Top Keywords</b></p> <p>Mark making, capture, tone, shape, outline and composition</p>	<p>which have more complexity in layout and display. Resulting in more complex still life to refer from.</p>
<b>2- Still Life- Cubism</b>	<p>- Developing use of dry media such as oil pastels, chalk pastels and fine liner.</p> <p><b>Top Keywords</b></p> <p>Mark making, capture, tone, shape, outline and perspectives &amp; viewpoints</p>	<p>- Developing use of dry media focusing on colour theory, perspectives, viewpoints, shape and outline in developing Cubism outcomes and interventions.</p> <p>- Research and respond to Pablo Picasso- Cubism Still life</p>
<b>3- Landscapes</b>	<p>- Developing knowledge of scapes, views and vista.</p> <p>- Landscape, seascape, urban landscape, rural views.</p> <p>- Use of South Downs view, school field and surrounding views.</p> <p>- Use student personal spaces such as gardens, viewpoint from a window, parks, fields, campsites to inspire personal and meaningful responses to the theme of landscapes.</p> <p><b>Top Keywords</b></p> <p>Mark making, capture, tone, shape, outline and perspectives &amp; viewpoints</p>	<p>- Colour theory development- focusing on artists such as David Hockney mark making artwork- where he used Ipads APPs to create painting like drawings using a variety of marks.</p> <p>- Split drawings and mixed media work evidenced the progress and acquired skills using a variety of dry media with developed concepts of colour.</p> <p>- Research David Hockney- Landscapes.</p>
<b>YEAR 9</b>		
<b>1- GCSE Project focusing ORGANIC ART &amp; PHOTOGRAPHY</b>	<p>- Developing knowledge and understanding of Organic Art, with influences from Natural Forms from Yr7 and Landscapes from Yr8.</p> <p>- Organic art continues to build on observational skills which is a significant foundation for GCSE Art &amp; PH.</p> <p><b>Top Keywords</b></p> <p>Record, line, black and white, pattern, shape</p>	<p>- Observational 2d drawings skills such line, outline, shade, texture, shape, form.</p> <p>- These can then be developed further into 3d skills of sculptural ceramics, clay coil pots, ceramic relief and recess tiles.</p> <p>- Peter Keetman- Mechanical photography then developing into drawing skills.</p> <p>- Andrea Boccioni- Futurism paintings and sculptural work.</p> <p>- Georgia O'Keeffe- Flower paintings.</p> <p>- Kerby Rosannes- Doodle drawings</p>

<b>2- GCSE Project focusing SENSES ART &amp; PHOTOGRAPHY</b>	<ul style="list-style-type: none"> <li>- Developing knowledge and understanding of SENSES in Art, with influences from Cubism and Impressionism projects.</li> <li>- SENSES art continues to build on observational and creative thinking skills which is a significant foundation for GCSE Art &amp; PH.</li> </ul> <p style="text-align: center;"><b>Top Keywords</b></p> <p style="text-align: center;">Further conceptual skills of composition, perspective are explored and experimented with.</p>	<ul style="list-style-type: none"> <li>- Observational 2d drawings and photography skills such as line, outline, shade, texture, shape, form.</li> <li>- Further conceptual skills of composition, perspective are explored and experimented with.</li> <li>- Sarah Graham- Sweets artists.</li> <li>- Joel Penkman- Biscuit artists</li> <li>- Paul Strand- Light &amp; Dark photographer.</li> <li>- Lucy Shires- Textures photographer.</li> </ul>
<b>3- GCSE Project focusing IDENTITY ART &amp; PHOTOGRAPHY</b>	<ul style="list-style-type: none"> <li>- Developing knowledge and understanding of IDENTITY in Art, with influences from Landscape and personal spaces projects.</li> <li>- IDENTITY art continues to build on observational and creative thinking skills which is a significant foundation for GCSE Art &amp; PH.</li> </ul>	<ul style="list-style-type: none"> <li>- Observational 2d drawings and photography skills such as line, outline, shade, texture, shape, form.</li> <li>- Further conceptual skills of composition, perspective are explored and experimented with.</li> <li>- Julian Opie- British portrait artist-painter.</li> <li>- Gillian Wearing- British photographer-identity.</li> <li>- Michael Craig Martin- British artist-personal objects of identity.</li> </ul>
<b>YEAR 10 (GCSE course)</b>		
<b>1 - GCSE Coursework: 1st Themed project on 'IDENTITY' AO1- Artists and Influences</b>	<ul style="list-style-type: none"> <li>How to use analytical skills</li> <li>How to refine information/selecting only relevant/key information to create a research based outcome</li> <li>How to find information via a search engine correctly ( being aware of certain engines such as Wikipedia that can be edited by anyone)</li> <li>How to select a meaningful artist/response towards an end piece.</li> <li>Why sketching is important to the design process.</li> <li>How to evaluate their own work (responses) With clear reasoning of why.</li> <li>How to pick appropriate materials to respond with</li> <li>What elements to respond to (what makes a piece)</li> <li>To use EBI and WWW to evaluate their versions/outcomes</li> <li>To able to communicate their own opinions in a formative way</li> </ul>	<ul style="list-style-type: none"> <li>-Annational skills</li> <li>-Opinion building skills</li> <li>-Ability to create a personal response in specific material to specific artists given as part of the theme.</li> <li>-refining ideas</li> <li>-Justify their reasoning behind their choice of materials and/or methods.</li> </ul>

		<ul style="list-style-type: none"> <li>- How to recognise the key information when selecting for research.</li> <li>-to recognise their own abilities.</li> <li>-To be able to follow instructions in the work set and use their own choice/initiative to create a response.</li> </ul> <p>Drawing/sketching skills.</p> <ul style="list-style-type: none"> <li>-Ability to recognise pros/cons of their own response.</li> </ul> <p>Ability to use existing ideas /artists to inform their own</p> <ul style="list-style-type: none"> <li>- Justify their own work with use of materials.</li> <li>- Ability to be critical of their own work and move forward to improve next time.</li> <li>-improve their critical thinking abilities</li> <li>-the ability to work on something for a period of time and have perseverance</li> </ul>
<b>2- GCSE Coursework: 1st Themed project on 'IDENTITY'</b> <b>AO3- Record observations</b>	<p>How to use analytical skills</p> <p>Why sketching is important to the design process.</p>	<p>Skills acquired each year depends on the cohort of students as different techniques are used but the basic skills every year are the following:</p> <ul style="list-style-type: none"> <li>-Use of HB pencils</li> <li>-Some form of paint</li> <li>-Photography skills</li> </ul> <p>Other skills learnt:</p> <ul style="list-style-type: none"> <li>-Observational skills</li> <li>-to look at an object</li> <li>-2D and 3D language</li> </ul>

		<p>-Ability to create a personal response in specific material to specific artists given as part of the theme.</p> <p>-refining ideas</p> <p>-Justify their reasoning behind their choice of materials and/or methods.</p>
<p><b>3 - GCSE Coursework: 1st Themed project on 'IDENTITY'</b></p> <p><b>AO2- Review/ Refine &amp; Develop and Experiment</b></p>	<p>Knowledge of different materials such as:          Acrylics          Watercolours          Pencils (HB range)          Coloured pencils</p> <p>As well as more specialised materials depending on the students and their individual abilities.</p> <p>How to pick appropriate materials to respond with          -How to pick appropriate materials suitable to the students ability as well as the relevance to the theme.</p>	<ul style="list-style-type: none"> <li>- Annational skills</li> <li>- Opinion building skills</li> <li>- Ability to create a personal response in specific material to specific artists given as part of the theme.</li> <li>- Refining ideas</li> <li>- Justify their reasoning behind their choice of materials and/or methods.</li> <li>- How to recognise the key information when selecting for a fa research.</li> <li>- To recognise their own abilities.</li> <li>- To be able to follow instructions in the work set and use their own choice/initiative to create a response.</li> <li>- Drawing/sketching skills.</li> <li>- Ability to recognise pros/cons of their own response.</li> <li>- Ability to use existing ideas /artists to inform their own</li> <li>- Justify their own work a with use of materials.</li> <li>- Ability to be critical of their own work</li> </ul>

		and move forward to improve next time.
<b>4 - GCSE Coursework: 1st Themed project on 'IDENTITY' AO4- Realising intentions</b>	<p>How to select a meaningful artist/response towards an end piece.</p> <p>Why sketching is important to the design process.</p> <p>How to evaluate their own work (responses) With clear reasoning of why.</p> <p>How to pick appropriate materials to respond with</p> <p>What elements to respond to (what makes a piece)</p> <p>To use EBI and WWW to evaluate their versions/outcomes</p> <p>To able to communicate their own opinions in a formative way</p>	<ul style="list-style-type: none"> <li>- Annational skills</li> <li>- Opinion building skills</li> <li>- Ability to create a personal response in specific material to specific artists given as part of the theme.</li> <li>- Refining ideas</li> <li>- Justify their reasoning behind their choice of materials and/or methods.</li> <li>- How to recognise the key information when selecting for a fa research.</li> <li>- To recognise their own abilities.</li> <li>- To be able to follow instructions in the work set and use their own choice/initiative to create a response.</li> <li>- Drawing/sketching skills.</li> <li>- Ability to recognise pros/cons of their own response.</li> <li>- Ability to use existing ideas /artists to inform their own</li> <li>- Justify their own work a with use of materials.</li> <li>- Ability to be critical of their own work and move forward to improve next time.</li> </ul>
<b>5- Workshop skill set</b>	Alters depending on the current progress and overall skills acquired through the year.	

YEAR 11 (GCSE course)		
<b>1 - GCSE Coursework: 2nd Themed project on 'Fantastic &amp; Strange' AO1- Artists and Influences</b>	Same format as previous 1st project	-
<b>2- GCSE Coursework: 2nd Themed project on 'Fantastic &amp; Strange' AO3- Record observations</b>	Same format as previous 1st project	-
<b>3 - GCSE Coursework: 2nd Themed project on 'Fantastic &amp; Strange' AO2- Review/ Refine &amp; Develop and Experiment</b>	Same format as previous 1st project	-
<b>4 - GCSE Coursework: 2nd Themed project on 'Fantastic &amp; Strange' AO4- Realising intentions</b>	Same format as previous 1st project	-
<b>5- ESA: Externally set Assignment from AQA</b>	Independent work and focus gained from previous project structure.	-
<b>5.1 - focus on AO1</b>	Focusing on AO1- Artists, influences and analysis	-
<b>5.2 - focus on AO3</b>	Focusing on AO3- Recording ideas, observations and the process journey. Developing descriptive and visual language.	-

<b>5.3 focus on AO2</b>	Focusing on A02- Developing ideas through experimenting with media. Reviewing and refining ideas and the development process.	-
<b>5.4 - focus on AO4</b>	Focusing on A04- Realising meaningful and informed response to independently selected theme.	-