

Progression Model - Year 7 Art

Module 1 Title: Still Life (Introduction to the Formal Elements)	Module 2 Title: Abstract Portraiture	Module 3 Title: Landscapes
Learning Intent for this module: To know how to observe, explore and manipulate to good effect the formal elements of Line, Tone and Shape	Learning Intent for this module: To know how to observe, explore and manipulate to good effect the formal elements of colour, Form (abstracted forms) and rendering	Learning Intent for this Module: To know how to observe, explore and manipulate to good effect the formal elements of composition, Pattern/Texture and Space
Key Content to be learned: <ul style="list-style-type: none"> • To develop observational skills around Still life objects • To explore drawing material through mark making, linking to development of tone and texture • To explore the accurate use of outline • To explore blended tone, through the manipulation of drawing materials, in order to give the illusion of changing a 2D shape into 3D one • To explore basic shapes, breaking more complex forms down into key shapes that can help with proportion and the structure of a still life object(s) 	Key content to be learned: <ul style="list-style-type: none"> • To develop observational skills around Portraiture and abstracting this process linked to Cubism and the Cubist Movement • To explore drawing materials, collage and colour exploration linked to emotion, through more experimental materials (paint/pastel/coloured pencil) • To explore elements of colour theory (harmonious and complementary colours) • To explore abstraction of shapes and forms, colour saturation and rendering • To learn about the Cubist tradition, context and associated portraiture work 	Key Content to be learned: <ul style="list-style-type: none"> • To develop compositional skills linked to landscape artwork, considering space and the patterns/texture found in the landscape • To explore pastel along with other drawing materials and mark making techniques associated with this • To explore semi-abstraction of colour and form • To learn about the tradition of landscape painting and drawing linked to a key context • To apply learned context to more local or recognisable scenes
Key tasks for this module: Key Assessment Task 1: Shoe Drawing Key Assessment Task 2: Literacy Task - Matisse Homework Project 1: The Formal Elements Homework Project 2: Still Life Pastiche/Literacy Task/Quiz	Key tasks for this module: Key Assessment Task 3: Literacy Task - Picasso Key Assessment Task 4: Cubist Portrait Pastiche Homework Project 3: Cubism Homework Project 4: Cubist Pastiche/Literacy Task/Quiz	Key tasks for this module: Key Assessment Task 5: Literacy Task – Van Gogh Key Assessment Task 6: Final Landscape Outcome Homework Project 5: Architecture in the Landscape Homework Project 6: Layered Landscapes/Literacy/ Quiz

Progression Model - Year 8 Art

Module 1 Title: Natural Forms	Module 2 Title: Traditional Portraiture	Module 3 Title: Environments
<p>Learning Intent for this module: To know how to observe, explore and manipulate to good effect the formal elements of Line, Tone and Shape</p>	<p>Learning Intent for this module: To know how to observe, explore and manipulate to good effect the formal elements of colour, proportion and value</p>	<p>Learning Intent for this Module: To know how to observe, explore and manipulate to good effect the formal elements of composition, Pattern/Texture and Space</p>
<p>Key Content to be learned:</p> <ul style="list-style-type: none"> • To develop observational skills around drawing natural form objects • To explore drawing material through mark making, linking to development of tone and texture • To explore the accurate use of outline • To explore blended tone, through the manipulation of drawing materials, in order to give the illusion of changing a 2D shape into 3D one • To explore basic shapes, breaking more complex forms down into key shapes that can help with proportion and the structure of a natural form object(s) • To experiment with a range of drawing materials including pen 	<p>Key content to be learned:</p> <ul style="list-style-type: none"> • To develop observational skills around Portraiture and linking this process to the development of a general facial structure • To explore drawing materials and subtle, layered colour exploration linked to skin tones, through more experimental materials (pastel pencils/soft coloured pencils) • To explore elements of colour theory (neutrals and base colours) • To explore accurate of shapes and forms, linked to key facial features and proportions • To learn about the portrait tradition, context and associated portraiture work 	<p>Key Content to be learned:</p> <ul style="list-style-type: none"> • To develop compositional skills linked to environmental artwork, considering space and the patterns/texture found in the work of Yellena James and environments less explore, such as under the sea • To explore geometric patterns with coloured pen along with other drawing materials and mark making techniques associated with this • To explore semi-abstractation of colour and form through collage/mixed media work • To learn about the tradition of environmental artwork linked to a key context
<p>Key tasks for this module: Key Assessment Task 1: Natural Form drawing Key Assessment Task 2: Literacy Task – Amiria Gale Homework Project 1: Origami Garden Homework Project 2: Natural Form Close-up/Literacy Task/Quiz</p>	<p>Key tasks for this module: Key Assessment Task 3: Literacy Task – Mark Powell Key Assessment Task 4: Realistic Portrait Outcome Homework Project 3: Illustrate Envelopes Homework Project 4: Eye Close-up drawing/Literacy Task/Quiz</p>	<p>Key tasks for this module: Key Assessment Task 5: Literacy Task – Yellena James Key Assessment Task 6: Yellena James Pastiche Homework Project 5: Weird Fish Homework Project 6: Scarpase Close-up/Literacy/ Quiz</p>

Progression Model – Year 9 Art

Module 1 Title: Project - Man Made vs Nature - GCSE focus on AO1	Module 2 Title: Man Made vs Nature - GCSE focus on AO2 and AO3	Module 3 Title: Man Made vs Nature - GCSE focus on AO4
Learning Intent for this module: To explore contextual learning and drawing in the GCSE style linked to the topic of Man-made vs Nature	Learning Intent for this module: To explore experimental practices and recording in the GCSE style linked to the topic of Man-made vs Nature	Learning Intent for this Module: To design and realise intentions in the form of an outcome linked to the GCSE style of working and the culmination of the Man-made vs Nature topic
Key Content to be learned: <ul style="list-style-type: none"> • To explore contextual sources and learn how they can inspire future work • To observe objects in nature closely • To develop an independent visual language by thinking about the composition and layout of your sketchbooks pages • To explore pen and ink methods and mark making building on more traditional drawing skills and materials • To develop the use of written annotation/ diagrams 	Key content to be learned: <ul style="list-style-type: none"> • To explore and develop work that would be classed as Man-made, such as architectural forms • To explore drawing work and techniques linked to depth and perspective • To explore the grid method to break down complex images improving recording and observational skills • To experiment with key materials to ensure good knowledge and understanding around the effective use and manipulation of marks/process 	Key Content to be learned: <ul style="list-style-type: none"> • To learn how to realise an intentions through the production of key design ideas • To learn how to manipulate acrylic paint to best effect and produce an outcome reflective of this knowledge • To produce small scale experimental samples and marks in learning about the application of acrylic • To produce a final acrylic painting reflective of student’s knowledge and understanding across the year
Key tasks for this module: Key Assessment Task 1: Nature pen drawing Key Assessment Task 2: Literacy Task – Georgia O’Keeffe Homework Project 1: Man-made vs Nature World drawing Homework Project 2: Natural Form Close-up/Literacy Task/Quiz	Key tasks for this module: Key Assessment Task 3: Literacy Task – Jim Edwards Key Assessment Task 4: Drawing of a Man-made Object Homework Project 3: Urban Art mood-board Homework Project 4: Pop Art Bottles	Key tasks for this module: Key Assessment Task 5: Literacy Task – David Hockney Key Assessment Task 6: Man-made vs Nature Final Outcome Homework Project 5: Observation of Food Object in pencil Homework Project 6: Observation of Food Object in coloured pencil/pen

Progression Model – Y10 Art

Module 1 Title: Food Preparatory Sketchbook Work	Module 2 Title: Completion of Food Outcome and Line Project Preparatory Work	Module 3 Title: Completion of Line Outcome and Enrichment Project Based on Shape
<p>Learning Intent for this module: To Introduce students to the GCSE assessment criteria and the practical work associated with this</p>	<p>Learning Intent for this module: To produce an appropriate ‘Food’ based outcome and begin preparatory work on First formal elements project linked to ‘Line, Pattern/Texture and Space’</p>	<p>Learning Intent for this Module: To produce an appropriate ‘Line’ outcome in the form of a lino print and to complete a mini-enrichment project using glass at the National Glass Centre linked to the formal element of ‘Shape’</p>
<p>Key Content to be learned:</p> <ul style="list-style-type: none"> • To learn how to respond to the 4 assessment objectives linked to the GCSE Fine Art programme • To develop a sketchbook of preparatory work consisting of contextual influences, recording and presentation of primary/secondary sources and observational work, experimental development and mark making, along with clear annotation • To learn how to produce work of a high quality linked to grade boundary expectations 	<p>Key content to be learned:</p> <ul style="list-style-type: none"> • To learn how to realise intentions through the production of key design ideas and final outcome reflective of past preparatory work and sources • To learn how to evaluate a project, reflecting on strengths and areas for improvement moving forward in students portfolios • To develop a sketchbook of prep work linked to the wider theme of ‘Line’ consisting of contextual studies, primary/secondary sources, observational work, experimental development and mark making, along with clear annotation 	<p>Key Content to be learned:</p> <ul style="list-style-type: none"> • To learn how to realise intentions through the production of key design ideas and final print outcome reflective of past preparatory work and sources • To evaluate the project, reflecting on strengths and areas for improvement moving forward in students portfolios • To complete a mini sub-project along the theme of ‘Shape’ learning key skills around screen printing and glass fusing • To learn to look back over all Y10 progress and identify/close gaps in portfolio work and improve outcomes
<p>Key tasks for this module: Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 4 x key tasks per module.</p>	<p>Key tasks for this module: Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 4 x key tasks per module.</p>	<p>Key tasks for this module: Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 4 x key tasks per module.</p>

Progression Model – Y10 Photography

Module 1 Title: Camera Settings and Techniques (Part 1)	Module 2 Title: Camera Settings and Techniques (Part 2)	Module 3 Title: The Formal Elements (Part 1)
<p>Learning Intent for this module: To research, apply and understand the terms Shutter Speed and Aperture Value To learn about and document the history of the camera</p>	<p>Learning Intent for this module: To research, apply and understand the terms ISO (Low and High Key Photography) and Composition (Leading Lines and varying view points)</p>	<p>Learning Intent for this Module: To research, apply and understand the terms Line, Shape and Texture/Pattern linked to the Formal Elements</p>
<p>Key Content to be learned:</p> <ul style="list-style-type: none"> • To learn about the developmental history of the camera • To research Shutter speed and aperture value/priority and its associated setup/process learning how students can apply this in their own work • To learn about photographers who have used fast and slow shutter speed, as well as aperture, to best effect and use this to inspire image production • To produce contact sheets of original Shutter speed and aperture based images • To learn the editing process using digital programmes such as Photoshop and Krita • To review and refine outcomes as work and knowledge/understanding improves 	<p>Key content to be learned:</p> <ul style="list-style-type: none"> • To research ISO (High and Low Key Photography) and Compositional devices (Leading lines, Golden Ratio, worms eye view, birds eye view) and its associated setup/process learning how students can apply this in their own work • To learn about photographers who have used ISO (High and Low Key work), as well as compositional techniques, to best effect and use this to inspire image production • To produce contact sheets of original ISO and compositional based images • To develop the editing process using digital programmes such as Photoshop and Krita • To review and refine outcomes as work and knowledge/understanding improves 	<p>Key Content to be learned:</p> <ul style="list-style-type: none"> • To learn about the formal elements through introductory slides with key information and visuals • To research Line, Shape and Texture/Pattern in a photograph and link to an appropriate contextual source • To learn about photographers who have used Line, Shape and Texture/Pattern to best effect and use this to inspire image production • To produce contact sheets of original Line, Shape and Texture/Pattern based images • To develop the editing process using digital programmes such as Photoshop and Krita • To review and refine outcomes as work and knowledge/understanding improves
<p>Key tasks for this module: Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 4 x key tasks per module.</p>	<p>Key tasks for this module: Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 4 x key tasks per module.</p>	<p>Key tasks for this module: Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 4 x key tasks per module.</p>

Progression Model – Y11 Art

Module 1 Title: Colour and Tone Preparatory Work and Outcome	Module 2 Title: Externally Set Assignment	Module 3 Title: Externally Set Assignment
<p>Learning Intent for this module: To allow students to produce work from a personal starting point and realise intentions linked to their personal interests in Art</p>	<p>Learning Intent for this module: To successfully respond to the demands of the exam component set by the exam board</p>	<p>Learning Intent for this Module: To successfully respond to the demands of the exam component set by the exam board</p>
<p>Key Content to be learned:</p> <ul style="list-style-type: none"> • To respond to the 4 assessment objectives linked to the GCSE Fine Art programme with the highest quality work possible for any given student • To develop a sketchbook of preparatory work consisting of contextual influences, recording and presentation of primary/secondary sources and observational work, experimental development and mark making, along with clear annotation • To produce an outcome (and interim outcomes if applicable) of the highest quality • To evaluate the project 	<p>Key content to be learned:</p> <ul style="list-style-type: none"> • To respond to the 4 assessment objectives linked to a question/theme on the GCSE exam paper with the highest quality work possible • To develop a sketchbook of preparatory work consisting of contextual influences, recording and presentation of primary/secondary sources and observational work, experimental development and mark making, along with clear annotation 	<p>Key Content to be learned:</p> <ul style="list-style-type: none"> • To complete a successful outcome in the allotted 10 hour exam time • To evaluate progress across the exam unit • To review all previous coursework and plug any gaps or improve on any work that may require it to ensure students reflect their best possible work for moderation
<p>Key tasks for this module: Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 4 x key tasks per module.</p>	<p>Key tasks for this module: Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 4 x key tasks per module.</p>	<p>Key tasks for this module: Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 4 x key tasks per module.</p>

Progression Model – Y11 Photography

Module 1 Title: The Formal Elements (Part 2)	Module 2 Title: Externally Set Assignment	Module 3 Title: Externally Set Assignment
Learning Intent for this module: To research, apply and understand the terms Space, Colour and Tone linked to the Formal Elements	Learning Intent for this module: To successfully respond to the demands of the exam component set by the exam board	Learning Intent for this Module: To successfully respond to the demands of the exam component set by the exam board
Key Content to be learned: <ul style="list-style-type: none"> • To research Space, Colour and Tone in a photograph and link to an appropriate contextual source • To learn about photographers who have used Space, Colour and Tone to best effect and use this to inspire image production • To produce contact sheets of original Space, Colour and Tone based images • To develop the editing process using digital programmes such as Photoshop and Krita • To review and refine outcomes as work and knowledge/understanding improves • To review and evaluate all coursework adding evaluative comments and plugging any knowledge gaps in anticipation of exam unit starting 	Key content to be learned: <ul style="list-style-type: none"> • To respond to the 4 assessment objectives linked to a question/theme on the GCSE exam paper with the highest quality work possible • To develop a digital portfolio of preparatory work consisting of contextual influences, recording and presentation of primary/secondary sources, observational recording work, experimental development/digital manipulation, along with clear annotation 	Key Content to be learned: <ul style="list-style-type: none"> • To complete a successful series of outcomes in the allotted 10 hour exam time • To evaluate progress across the exam unit • To review all previous coursework and plug any gaps or improve on any work that may require it to ensure students reflect their best possible work for moderation
Key tasks for this module: Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 4 x key tasks per module.	Key tasks for this module: Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 4 x key tasks per module.	Key tasks for this module: Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 4 x key tasks per module.

Progression Model – Y12 Art

Module 1 Title: Portraits and the Figure Preparatory sketchbook work	Module 2 Title: Completion of Portraits and the Figure Outcome and Structures Project Preparatory Work	Module 3 Title: Completion of Structures Project Outcome and Personal Project Essay/Research
<p>Learning Intent for this module: To develop a visual understanding of Portraiture and Figurative work To Introduce students to the A Level assessment criteria and the practical work associated with this</p>	<p>Learning Intent for this module: To realise students intentions in relation to their Portraits and Figurative work To develop a visual understanding of ‘Structures’ work</p>	<p>Learning Intent for this Module: To realise students intentions in relation to their ‘Structures’ work To learn how to conduct the written component linked to the Personal Project</p>
<p>Key Content to be learned:</p> <ul style="list-style-type: none"> • To learn how to respond to the 4 assessment objectives linked to the A Level Fine Art programme • To develop a sketchbook of preparatory work consisting of contextual influences, recording and presentation of primary/secondary sources and observational work, experimental development and mark making, along with clear annotation • To learn how to produce work of a high quality linked to grade boundary expectations 	<p>Key content to be learned:</p> <ul style="list-style-type: none"> • To learn how to realise intentions through the production of key design ideas and final outcome reflective of past preparatory work and sources • To learn how to evaluate a project, reflecting on strengths and areas for improvement moving forward in students portfolios • To develop a sketchbook of prep work linked to the wider theme of ‘Structures’ consisting of contextual studies, primary/secondary sources, observational work, experimental development and mark making, along with clear annotation 	<p>Key Content to be learned:</p> <ul style="list-style-type: none"> • To learn how to realise intentions through the production of key design ideas and final print outcome reflective of past preparatory work and sources • To evaluate the project, reflecting on strengths and areas for improvement moving forward in students portfolios • To learn how to complete a final draft essay as an introduction to students selected personal project considering a range of academic and visual sources
<p>Key tasks for this module: Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 5 x key tasks per module.</p>	<p>Key tasks for this module: Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 5 x key tasks per module.</p>	<p>Key tasks for this module: Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 5 x key tasks per module.</p>

Progression Model – Y12 Photography

Module 1 Title: Camera Settings and Techniques (Part 1)	Module 2 Title: Camera Settings and Techniques (Part 2) – The Formal Elements (Part 1)	Module 3 Title: The Formal Elements (Part 2) – Contextual Research Slides linked to Personal Project
<p>Learning Intent for this module: To research, apply and understand the terms Shutter Speed and Aperture Value To learn about different contexts surrounding these methods and practices</p>	<p>Learning Intent for this module: To research, apply and understand the terms ISO (Low and High Key Photography) and Composition (Leading Lines and varying view points) To research, apply and understand the terms Line, Shape and Texture/Pattern linked to the Formal Elements</p>	<p>Learning Intent for this Module: To research, apply and understand the terms Space, Colour and Tone linked to the Formal Elements</p>
<p>Key Content to be learned:</p> <ul style="list-style-type: none"> • To research Shutter speed and aperture value/priority and its associated setup/process learning how students can apply this in their own work • To learn about photographers who have used fast and slow shutter speed, as well as aperture, to best effect and use this to inspire image production • To produce contact sheets of original Shutter speed and aperture based images • To learn the editing process using digital programmes such as Photoshop and Krita • To review and refine outcomes as work and knowledge/understanding improves 	<p>Key content to be learned:</p> <ul style="list-style-type: none"> • To research ISO, Compositional devices and opening formal elements and their associated setup/process learning how students can apply this in their own work • To learn about photographers who have used these techniques to inspire future outcomes • To produce contact sheets of original images linked to each technique/element • To develop the editing process using digital programmes such as Photoshop and Krita • To review and refine outcomes as work and knowledge/understanding improves • To learn about the techniques/formal elements through introductory slides with key information and visuals 	<p>Key Content to be learned:</p> <ul style="list-style-type: none"> • To research Space, Colour and Tone in a photograph and link to an appropriate contextual source • To learn about photographers who have used Space, Colour and Tone to best effect and use this to inspire image production • To produce contact sheets of original Space, Colour and Tone based images • To develop the editing process using digital programmes such as Photoshop and Krita • To review and refine outcomes as work and knowledge/understanding improves • To review and evaluate all coursework • To learn how to complete a final draft essay/body of research slides as an introduction to students selected personal project considering a range of sources
<p>Key tasks for this module: Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 5 x key tasks per module.</p>	<p>Key tasks for this module: Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 5 x key tasks per module.</p>	<p>Key tasks for this module: Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 5 x key tasks per module.</p>

Progression Model – Y13 Art

Module 1 Title: Personal Project	Module 2 Title: Externally Set Assignment	Module 3 Title: Externally Set Assignment
<p>Learning Intent for this module: To allow students to produce work from a personal starting point and realise intentions linked to their personal interests in Art</p>	<p>Learning Intent for this module: To successfully respond to the demands of the exam component set by the exam board</p>	<p>Learning Intent for this Module: To successfully respond to the demands of the exam component set by the exam board</p>
<p>Key Content to be learned:</p> <ul style="list-style-type: none"> • To respond to the 4 assessment objectives linked to the A Level Fine Art programme with the highest quality work possible for any given student • To develop a sketchbook of preparatory work consisting of contextual influences, recording and presentation of primary/secondary sources and observational work, experimental development and mark making, along with clear annotation • To produce an outcome (and interim outcomes if applicable) of the highest quality • To evaluate the project 	<p>Key content to be learned:</p> <ul style="list-style-type: none"> • To respond to the 4 assessment objectives linked to a question/theme on the GCSE exam paper with the highest quality work possible • To develop a sketchbook of preparatory work consisting of contextual influences, recording and presentation of primary/secondary sources and observational work, experimental development and mark making, along with clear annotation 	<p>Key Content to be learned:</p> <ul style="list-style-type: none"> • To complete a successful outcome in the allotted 15 hour exam time • To evaluate progress across the exam unit • To review all previous coursework and plug any gaps or improve on any work that may require it to ensure students reflect their best possible work for moderation
<p>Key tasks for this module: Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 5 x key tasks per module.</p>	<p>Key tasks for this module: Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 5 x key tasks per module.</p>	<p>Key tasks for this module: Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 5 x key tasks per module.</p>

Progression Model – Y13 Photography

Module 1 Title: Personal Project	Module 2 Title: Externally Set Assignment	Module 3 Title: Externally Set Assignment
<p>Learning Intent for this module: To allow students to produce work from a personal starting point and realise intentions linked to their personal interests in Photography</p>	<p>Learning Intent for this module: To successfully respond to the demands of the exam component set by the exam board</p>	<p>Learning Intent for this Module: To successfully respond to the demands of the exam component set by the exam board</p>
<p>Key Content to be learned:</p> <ul style="list-style-type: none"> • To respond to the 4 assessment objectives linked to the A Level Photography programme with the highest quality work possible for any given student • To develop a digital portfolio of preparatory work consisting of contextual influences, recording and presentation of primary/secondary sources and observational work, experimental development and mark making, along with clear annotation • To produce an outcome (and interim outcomes if applicable) of the highest quality • To evaluate the project 	<p>Key content to be learned:</p> <ul style="list-style-type: none"> • To respond to the 4 assessment objectives linked to a question/theme on the GCSE exam paper with the highest quality work possible • To develop a digital portfolio of preparatory work consisting of contextual influences, recording and presentation of primary/secondary sources, observational recording work, experimental development/digital manipulation, along with clear annotation 	<p>Key Content to be learned:</p> <ul style="list-style-type: none"> • To complete a successful series of outcomes in the allotted 15 hour exam time • To evaluate progress across the exam unit • To review all previous coursework and plug any gaps or improve on any work that may require it to ensure students reflect their best possible work for moderation
<p>Key tasks for this module: Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 5 x key tasks per module.</p>	<p>Key tasks for this module: Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 5 x key tasks per module.</p>	<p>Key tasks for this module: Holistic assessment at key points throughout the module in relation to the whole school assessment calendar. 5 x key tasks per module.</p>