

# KS3 Long Term Plan

## Subject: Art



### Statement of Intent

*For all students to acquire a sound knowledge base of the formal elements of Art. The curriculum is designed for students to work from the ground up on the building blocks of art theory that will enable them to appreciate the world of art and become better practitioners. We want for the students to develop an intellectual curiosity of the world of art, to develop an ability to read the visual language and clues buried within the work of the artists that we introduce them to. Students will become inquisitive, informed, and can explain their own thoughts and views on the work of others. They will be able to take inspiration and ideas from others and create their own responses informed by the work of others and the world around them.*

### Statement of Implementation

The Art curriculum has been designed around the formal elements of Art, Colour, Tone, Line, Pattern, Texture, Shape and Form. The formal elements are taught as separate topic through year 7 and 8 and then in year 9 students develop these skills and use them in a cohesive way within their projects. These concepts are embedded throughout the three-year curriculum. In each year visits take place to ensure that the students are able to take a greater appreciation of art and the world around them and these are directly linked to the topics cover at that stage.

Teacher assessment is continual, but happens in a more formal way each term and the grades are recorded on the student's sketchbooks so that they can see the progress they are making at a glance. Students are taught in a 50 minute lesson once a week in year 7 and 8 and once a fortnight in year 9.

### Lesson content and structure

All schemes of work are created by the individual class teacher but follow the theme for the term. So for example in the Autumn term all year 7 students will learn about colour and this will be linked to a visit to Kew Gardens and plant drawing, but the department staff have the freedom and creativity to introduce the students to a range of different artists and techniques within this scheme of work.

Lessons are structured in a similar way but will of course vary dependant on the practical task being undertaken. So students will come into the room and the lesson objectives will be on the board for them to look through and the register is taken. The teacher will recap on previous learning and then discuss the lesson objectives. Students hand out sketchbooks and resources and the practical part of the lesson will begin.

At the end of the lesson the students are responsible for clearing away and storing work.

### Marking & homework

There are no homework tasks set at Key Stage 3. Marking and assessment happens verbally each lesson as a way to guide students on [www](#) and [ebi](#) and this may happen in class discussion with peers or by the teacher sharing examples of best practice. More formal assessment of the work happens when teachers assess sketchbooks for reporting, parent's evenings and work scrutinies.

Term	Topics Covered	Why now? & Why?	Assessment
Yr. 7 Autumn 1	<p><b><u>Colour</u></b></p> <ul style="list-style-type: none"> <li>- Research work undertaken on relevant artists</li> <li>- Creation and understanding of a colour wheel</li> <li>- Visit to Kew Gardens</li> <li>- foundation drawing skills in a range of different media based on plant forms</li> </ul>	<p><b><u>Why now?</u></b></p> <p>Students enter secondary education with a range of different prior knowledge of art, from those who love to those who are terrified to try. Colour and colour mixing gives them the opportunity to play and create in a controlled way. We are also then able to take a visit to Kew at a time when the autumn colours are at their best and students can collect a range of different and unusual leaves and seed heads to draw from back in school. October is also the month of the artist's in Kew and there is usually an exhibition of some sort alongside the amazing plants, we have seen Dale Chihuly and Henry Moore in the past few years.</p> <p><b><u>Why?</u></b></p> <p>Embeds the knowledge and skills required for further study, whilst also making it relevant for pupils.</p> <p>To develop pupils' awareness and confidence in art.</p> <p>To introduce them to different artist and the world of art in a vibrant and fun way. Gets them out to be inspired by the awe and wonder of the world and gives them the opportunity to see the work of a new and exciting artist in an unusual setting.</p> <p>It begins to introduce them to the AO1 assessment objectives for GCSE and A 'level where they are gaining an understanding of the work of others. And AO2 where they begin to refine skills using a range of different media. A03 where they are recording their own observations relevant to a theme.</p>	Teacher assessment
Yr. 7 Autumn 2	<p><b><u>Colour</u></b></p> <ul style="list-style-type: none"> <li>- Development of own ideas</li> <li>- Realisation of intentions</li> <li>- Development of skill</li> <li>- Handling of Media</li> </ul>	<p><b><u>Why now?</u></b></p> <p>After a half term on learning skills and being introduced to a range of different artist, students are now supporting in developing their own response to this work and realising this in a media selected by the teacher. This allows them to create a piece of work to a higher level that they work on over a period of time.</p> <p><b><u>Why?</u></b></p> <p>Embeds the knowledge and skills required for further study, whilst also making it relevant for pupils.</p> <p>To develop pupils' awareness and confidence in art.</p> <p>To give the opportunity to develop skills over a period of time so that they are able to refine work as it progresses.</p> <p>It begins to introduce them to the AO2 assessment objectives for GCSE and A 'level where they are developing their own ideas And AO4 where they are realising their own intentions.</p>	Teacher Assessment
Yr. 7 Spring 1	<p><b><u>Tone</u></b></p> <ul style="list-style-type: none"> <li>- Research work undertaken on relevant artists</li> </ul>	<p><b><u>Why now?</u></b></p> <p>To build upon their knowledge of the building blocks of art and introduce them to different artist and</p>	Teacher Assessment

	<ul style="list-style-type: none"> <li>- isometric drawing</li> <li>- use to tone to create form</li> <li>- Foundation drawing skills in a range of different media based 3d forms.</li> </ul>	<p>techniques. We also are able to darken the room sufficiently in the wintertime and create dramatic still lives with spotlights for the students to draw directly from. They are introduced to a range of new materials and techniques.</p> <p><b><u>Why?</u></b></p> <p>Embeds the knowledge and skills required for further study, whilst also making it relevant for pupils.</p> <p>To develop pupils' awareness and confidence in art.</p> <p>It begins to introduce them to the AO1 assessment objectives for GCSE and A 'level where they are gaining an understanding of the work of others. And AO2 where they begin to refine skills using a range of different media. A03 where they are recording their own observations relevant to a theme.</p>	
Yr. 7 Spring 2	<p><b><u>Tone</u></b></p> <ul style="list-style-type: none"> <li>- Development of own ideas</li> <li>- Realisation of intentions</li> <li>- Development of skill</li> <li>- Handling of Media</li> </ul>	<p><b><u>Why now?</u></b></p> <p>After a half term on learning skills and being introduced to a range of different artist, students are now supporting in developing their own response to this work and realising this in a media selected by the teacher. This allows them to create a piece of work to a higher level that they work on over a period of time.</p> <p><b><u>Why?</u></b></p> <p>Embeds the knowledge and skills required for further study, whilst also making it relevant for pupils.</p> <p>To develop pupils' awareness and confidence in art.</p> <p>To allow them to focus on a task for an extended period of time to that they can work on refining skills.</p> <p>It begins to introduce them to the AO2 assessment objectives for GCSE and A 'level where they are developing their own ideas And AO4 where they are realising their own intentions.</p>	<b>Teacher assessment.</b>
Yr. 7 Summer 1	<p><b><u>Line</u></b></p> <ul style="list-style-type: none"> <li>- Research work undertaken on relevant artists</li> <li>- use to Line to create rhythm and pattern</li> <li>- Foundation drawing skills in a range of different media</li> </ul>	<p><b><u>Why now?</u></b></p> <p>To build upon their knowledge of the building blocks of art and introduce them to different artist and techniques. Students undertake a series of exercises with mark making enabling them to create surface, pattern and texture in their drawing.</p> <p><b><u>Why?</u></b></p> <p>Embeds the knowledge and skills required for further study, whilst also making it relevant for pupils.</p> <p>To develop pupils' awareness and confidence in art.</p> <p>To introduce them to different artist and the world of art in a dramatic and fun way.</p>	<b>Teacher assessment</b>

		It begins to introduce them to the AO1 assessment objectives for GCSE and A 'level where they are gaining an understanding of the work of others. And AO2 where they begin to refine skills using a range of different media. A03 where they are recording their own observations relevant to a theme.	
Yr. 7 Summer 2	<p><b><u>Line</u></b></p> <ul style="list-style-type: none"> <li>- Development of own ideas</li> <li>- Realisation of intentions</li> <li>- Development of skill</li> <li>- Handling of Media</li> </ul>	<p><b><u>Why now?</u></b></p> <p>After a half term on learning skills and being introduced to a range of different artist, students are now supporting in developing their own response to this work and realising this in a media selected by the teacher. This allows them to create a piece of work to a higher level that they work on over a period of time.</p> <p><b><u>Why?</u></b></p> <p>Embeds the knowledge and skills required for further study, whilst also making it relevant for pupils.</p> <p>To develop pupils' awareness and confidence in art.</p> <p>To allow them to focus on a task for an extended period of time to that they can work on refining skills.</p> <p>It begins to introduce them to the AO2 assessment objectives for GCSE and A 'level where they are developing their own ideas And AO4 where they are realising their own intentions.</p>	<b>Teacher assessment</b>
Year 7 Summer 2	<p><b><u>Animation</u></b></p> <ul style="list-style-type: none"> <li>- Introduction to the world of photography and animation using cut paper shapes to create a Gif</li> </ul>	<p><b><u>Why now?</u></b></p> <p>To create a fun an engaging project dot the end of the year that helps students grasp the principles of photography and animation</p> <p><b><u>Why?</u></b></p> <p>To build skill and recruitment into GCSE Photography.</p>	Teacher Assessment
Yr. 8 Autumn 1	<p><b><u>Texture</u></b></p> <ul style="list-style-type: none"> <li>- Research work undertaken on relevant artists</li> <li>- Understanding of the use of texture in Art</li> <li>- Looking a range of drawing skills and linking this to Architecture and plan drawing.</li> </ul>	<p><b><u>Why now?</u></b></p> <p>To build upon their knowledge of the building blocks of art and introduce them to different artist and techniques. They are introduced to some of the leading European architects and set designers who use materials in exciting and creative ways to create a range of surfaces and textures on their buildings. The students are then challenged to recreate these textures in a drawn form.</p> <p><b><u>Why?</u></b></p> <p>Embeds the knowledge and skills required for further study, whilst also making it relevant for pupils.</p> <p>To develop pupils' awareness and confidence in art. To encourage them to think creatively about different ways they can represent surfaces in different media.</p> <p>To introduce them to different artist and the world of art in a dramatic and fun way.</p>	Teacher Assessment

		<p>To take them on a creative journey across Europe so they are struck with awe, wonder and beauty of different parts of the world, so they are excited by things that they can go and see and appreciate with a more artistic eye and a more informed mind.</p> <p>Introduces them to the possibilities of the world of work in art through architecture and set design.</p> <p>To further develop their understanding of the AO1 assessment objectives for GCSE and A 'level where they are gaining an understanding of the work of others. And AO2 where they begin to refine skills using a range of different media. A03 where they are recording their own observations relevant to a theme.</p>	
Yr. 8 Autumn 2	<ul style="list-style-type: none"> <li>- Development of own ideas</li> <li>- Realisation of intentions</li> <li>- Development of skill</li> <li>- Handling of Media</li> <li>- Moving from 2d into relief work or 3d</li> </ul>	<p><b><u>Why now?</u></b></p> <p>After a half term on learning skills and being introduced to a range of different artists and techniques, students are now supporting in developing their own response to this work and realising this in a range of media and techniques. Students are encouraged to mix media and technique and experiment with materials to create a more personal response. This allows them to create a piece of work to a higher level that they work on over a period of time.</p> <p><b><u>Why?</u></b></p> <p>Embeds the knowledge and skills required for further study, whilst also making it relevant for pupils.</p> <p>To develop pupils' awareness and confidence in art.</p> <p>To allow them to focus on a task for an extended period of time to that they can work on refining skills.</p> <p>Encourages student to experiment with techniques and media and create a more personal outcome.</p> <p>It begins to introduce them to the AO2 assessment objectives for GCSE and A 'level where they are developing their own ideas And AO4 where they are realising their own intentions.</p>	Teacher Assessment
Yr. 8 Spring 1	<p><b><u>Pattern</u></b></p> <ul style="list-style-type: none"> <li>- Research work undertaken on relevant artists</li> <li>- Understanding of the use of Pattern in Art</li> <li>- Using a range of different world cultures to inspire Art.</li> </ul>	<p><b><u>Why now?</u></b></p> <p>To build upon their knowledge of the building blocks of art and introduce them to different artists from around the world and techniques they use to show pattern. They are introduced to the art of other cultures and the way that these culture show pattern and design within their art and craft. To help unlock some of the meanings behind signs and symbols in world cultures and art.</p> <p><b><u>Why?</u></b></p> <p>Embeds the knowledge and skills required for further study, whilst also making it relevant for pupils.</p>	Teacher Assessment

		<p>To develop pupils' awareness and confidence in art. To encourage them to think creatively about different how other culture use and view art.</p> <p>To introduce them to different artist and the world of art in a dramatic and fun way.</p> <p>To take them on a creative journey across the globe so they are struck with awe, wonder and beauty of different parts of the world, so they are excited by things that they can go and see and appreciate with a more artistic eye and a more informed mind.</p> <p>To help them unlock the meaning behind pieces of work so they can learn to read the language of art and question things more.</p> <p>To further develop their understanding of the AO1 assessment objectives for GCSE and A 'level where they are gaining an understanding of the work of others. And AO2 where they begin to refine skills using a range of different media. A03 where they are recording their own observations relevant to a theme.</p>	
Yr. 8 Spring 2	<ul style="list-style-type: none"> <li>- Development of own ideas</li> <li>- Realisation of intentions</li> <li>- Development of skill</li> <li>- Handling of Media</li> </ul>	<p><b><u>Why now?</u></b></p> <p>After a half term on learning skills and being introduced to a range of different artists and techniques from world cultures, students are now supporting in developing their own response to this work and realising this in a range of media and techniques. Students are encouraged to mix media and technique and experiment with materials to create a more personal response. This allows them to create a piece of work to a higher level that they work on over a period of time.</p> <p><b><u>Why?</u></b></p> <p>Embeds the knowledge and skills required for further study, whilst also making it relevant for pupils.</p> <p>To develop pupils' awareness and confidence in art.</p> <p>To allow them to focus on a task for an extended period of time to that they can work on refining skills.</p> <p>Encourages student to experiment with techniques and media and create a more personal outcome.</p> <p>It begins to introduce them to the AO2 assessment objectives for GCSE and A 'level where they are developing their own ideas And AO4 where they are realising their own intentions.</p>	Teacher Assessment
Yr. 8 Summer 1	<p><b><u>Shape and Form</u></b></p> <ul style="list-style-type: none"> <li>- Research work undertaken on relevant artists</li> <li>- Understanding of the use of Shape and Form in Art</li> </ul>	<p><b><u>Why now?</u></b></p> <p>To build upon their knowledge of the building blocks of art and introduce them to the idea or working in 3d and sculpture. They are introduced to sculpture as an art form. And learn more about drawing for purpose and thinking in three dimensional form. A visit is made to London Zoo in the summer term so that the students have the opportunity to make the most of the best weather and be able to sit outside and draw directly</p>	Teacher Assessment

	<ul style="list-style-type: none"> <li>- Personal research work undertaken.</li> <li>- Visit to London Zoo</li> <li>- Drawing directly from Animals and their own photographs and collected images.</li> </ul>	<p>from the animals, there are also encouraged to photograph the animals to create their own visual resources to work from in the classroom back at school.</p> <p><b><u>Why?</u></b></p> <p>Embeds the knowledge and skills required for further study, whilst also making it relevant for pupils.</p> <p>To develop pupils' awareness and confidence in art.</p> <p>To encourage to take more personal control over the work they produce so that they are more invested in the outcome.</p> <p>To introduce them to sculpture and 3d working skills.</p> <p>To further develop their understanding of the AO1 assessment objectives for GCSE and A 'level where they are gaining an understanding of the work of others. And AO2 where they begin to refine skills using a range of different media. AO3 where they are recording their own observations relevant to a theme.</p>	
<p>Yr. 8 Summer 2</p>	<ul style="list-style-type: none"> <li>-Development of own ideas</li> <li>- Realisation of intentions</li> <li>- Development of skill</li> <li>- Handling of Media</li> </ul>	<p><b><u>Why now?</u></b></p> <p>After a half term on learning skills and being introduced to a range of different artists and techniques from world cultures, students are now supporting in developing their own response to this work and realising this in a range of media and techniques. Students are encouraged to mix media and technique and experiment with materials to create a more personal response. This allows them to create a piece of work to a higher level that they work on over a period of time.</p> <p><b><u>Why?</u></b></p> <p>Embeds the knowledge and skills required for further study, whilst also making it relevant for pupils.</p> <p>To develop pupils' awareness and confidence in art.</p> <p>To allow them to focus on a task for an extended period of time to that they can work on refining skills.</p> <p>Encourages student to experiment with techniques and media and create a more personal outcome.</p> <p>It begins to introduce them to the AO2 assessment objectives for GCSE and A 'level where they are developing their own ideas And AO4 where they are realising their own intentions.</p>	<p>Teacher Assessment</p>
<p>Yr. 8 Summer 2</p>	<p><b><u>Animation</u></b></p> <ul style="list-style-type: none"> <li>- Introduction to the world of photography and animation by animating the animal</li> </ul>	<p><b><u>Why now?</u></b></p> <p>To create a fun an engaging project dot the end of the year that helps students grasp the principles of</p>	<p>Teacher Assessment</p>

	sculpture they made for the zoo project	photography and animation, that makes connections back to stage set design and animal sculptures.  <b><u>Why?</u></b>  To build skill and recruitment into GCSE Photography in a creative a fun way.	
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**Year 9 developing skills in KS3 and preparing students for KS4**

<b>Term</b>	<b>Topics Covered</b>	<b>Why now? Why?</b>	<b>Assessment</b>
Yr. 9 Autumn 1	<p><b><u>Street Art</u></b></p> <ul style="list-style-type: none"> <li>- Research work undertaken on relevant artists – transcriptions and annotation with a big focus on presentation of personal research – AO1</li> <li>- Observational Drawing and studies relevant to intention - AO3</li> <li>- Using a range of different media – AO2</li> </ul>	<p><b><u>Why now?</u></b></p> <p>To allow them to further develop the skills they have learnt in year 7 and 8 in a more personal way. Ensuring students identify the formal elements of Art and are reflecting on prior learning. The time is given this half term to allow them to work at a slower pace so that they can work to a higher level. This is all about refining and honing skills so they can work to a level that would be suitable for GCSE on the first research pages.</p> <p>Looking at art in the community and on the streets as opposed to Art in Galleries, how art is bought to the people.</p> <p><b><u>Why?</u></b></p> <p>Embeds the knowledge and skills required for further study this subject at GCSE, whilst also making it relevant for pupils.</p> <p>To develop pupils’ awareness and confidence in art. To encourage them to think creatively the work they undertake in a more personal way.</p> <p>To introduce them to different artists and the world of art in a dramatic and fun way. Breaking down the barriers of gallery art to look at street art for the people.</p> <p>To take them on a creative journey focussing on contemporary artists, so they are excited by things that they can go and see and appreciate with a more artistic eye and a more informed mind.</p> <p>To develop pupils’ awareness and confidence in art. To allow them to experience new media and techniques,</p> <p>To encourage to take more personal control over the work they produce so that they are more invested in the outcome.</p> <p>To further develop their understanding of the AO1 assessment objectives for GCSE and A level where they are gaining an understanding of the work of others. And AO2 where they begin to refine skills using a range of different media. AO3 where they are recording their own observations relevant to a theme.</p>	Teacher Assessment
Yr. 9 Autumn 2	<ul style="list-style-type: none"> <li>- Development of own ideas - AO1</li> <li>- Realisation of intentions - AO4</li> <li>- Development of skill - AO2</li> <li>- Handling of Media - AO2</li> </ul>	<p><b><u>Why now?</u></b></p> <p>After a half term of learning about new artists and techniques, students are now supporting in developing their own response to this work and realising this in ink washes and pen drawings. Students are encouraged to collect a range of images to create a personal response.</p> <p><b><u>Why?</u></b></p> <p>Embeds the knowledge and skills required for further study, whilst also making it relevant for pupils.</p>	Teacher Assessment

		<p>To develop pupils' awareness and confidence in art.</p> <p>To allow them to focus on a task for an extended period of time to that they can work on refining skills.</p> <p>Encourages student to experiment with composition and material handling create a more personal outcome.</p> <p>It begins to introduce them to the AO2 assessment objectives for GCSE and A 'level where they are developing their own ideas And AO4 where they are realising their own intentions.</p>	
Yr. 9 Spring 1	<p><b><u>Still life</u></b></p> <ul style="list-style-type: none"> <li>- Research work undertaken on relevant artists – annotation with a big focus on presentation of personal research – AO1</li> <li>- <b>Observational Drawing and studies relevant to intention - AO3</b></li> <li>- Using a range of different media – AO2</li> </ul>	<p><b><u>Why now?</u></b></p> <p>To allow them to further develop drawing skills and use a wider range of materials. Focusing on refining and embedding skills. Ensuring students identify the formal elements of Art. The main focus of this half term is on the presentation of the students own drawing work and use of materials and techniques for AO2 and AO3</p> <p><b><u>Why?</u></b></p> <p>Embeds the knowledge and skills required for further study this subject at GCSE, whilst also making it relevant for pupils.</p> <p>To develop pupils' awareness and confidence in art. To encourage them to think creatively the work they undertake in a more personal way.</p> <p>To introduce them to different artist and the world of art in a dramatic and fun way.</p> <p>Giving them the opportunity to develop their own techniques and observational drawing skills.</p> <p>To develop pupils' awareness and confidence in art. To allow them to experience new media and techniques,</p> <p>To encourage to take more personal control over the work they produce so that they are more invested in the outcome.</p> <p>To further develop their understanding of the AO1 assessment objectives for GCSE and A 'level where they are gaining an understanding of the work of others. And AO2 where they begin to refine skills using a range of different media. AO3 where they are recording their own observations relevant to a theme.</p>	Teacher Assessment
Yr. 9 Spring 2	<ul style="list-style-type: none"> <li>- Development of own ideas - AO1</li> <li>- Realisation of intentions - AO4</li> <li>- Development of skill - AO2</li> <li>- Handling of Media - AO2</li> </ul>	<p><b><u>Why now?</u></b></p> <p>After a half term of learning about new artists and further developing their drawing skills and techniques, students are now supporting in developing their own response to this work and their chosen medium. Students are encouraged to collect a range of images to create a personal response.</p> <p><b><u>Why?</u></b></p>	Teacher Assessment

		<p>Embeds the knowledge and skills required for further study, whilst also making it relevant for pupils.</p> <p>To develop pupils' awareness and confidence in art.</p> <p>To allow them to focus on a task for an extended period of time to that they can work on refining skills.</p> <p>Encourages student to experiment with composition and material handling create a more personal outcome.</p> <p>It begins to introduce them to the AO2 assessment objectives for GCSE and A 'level where they are developing their own ideas And AO4 where they are realising their own intentions.</p>	
Yr. 9 Summer 1	<p><b><u>Cakes and Sweets</u></b></p> <ul style="list-style-type: none"> <li>- Research work undertaken on relevant artists - AO1</li> <li>- Observational Drawing and studies relevant to intention - AO3</li> <li>- Using a range of different media - AO2</li> </ul> <p>Planning out final piece - AO4</p>	<p><b><u>Why now?</u></b></p> <p>To allow them to further develop the skills they have learnt in year 7 and 8 in a more personal way. Focusing on the creation of a far more refined outcome using watercolours. The main focus of this term is on the development of the students own ideas and use of materials and techniques for AO4</p> <p><b><u>Why?</u></b></p> <p>Embeds the knowledge and skills required for further study this subject at GCSE, whilst also making it relevant for pupils.</p> <p>To develop pupils' awareness and confidence in art. To encourage them to think creatively the work they undertake in a more personal way.</p> <p>To take them on a creative journey focussing on contemporary artists, so they are excited by things that they can go and see and appreciate with a more artistic eye and a more informed mind.</p> <p>To develop pupils' awareness and confidence in art. To allow them to experience new media and techniques,</p> <p>To encourage to take more personal control over the work they produce so that they are more invested in the outcome.</p> <p>To further develop their understanding of the AO1 assessment objectives for GCSE and A 'level where they are gaining an understanding of the work of others. And AO2 where they begin to refine skills using a range of different media. A03 where they are recording their own observations relevant to a theme.</p>	Teacher Assessment
Yr. 9 Summer 2	<ul style="list-style-type: none"> <li>- Development of own ideas - AO1</li> <li>- Realisation of intentions - AO4</li> <li>- Development of skill - AO2</li> <li>- Handling of Media - AO2</li> </ul>	<p><b><u>Why now?</u></b></p> <p>After a half term of learning about new artists and techniques, students are now supporting in developing their own response to this work and realising this in clay. Students are encouraged to collect a range of images to create a personal response. Time is given to allow them to</p>	Teacher Assessment

		<p>work at a slower pace so that they can work to a higher level. This is all about modelling and building new skills.</p> <p><b><u>Why?</u></b></p> <p>Gives students the opportunity spend more time on a more refined outcome.</p> <p>To develop pupils' awareness and confidence in art.</p> <p>To allow them to focus on a task for an extended period of time to that they can work on refining skills.</p> <p>Encourages student to experiment painting techniques and material handling create a more personal outcome.</p> <p>It begins to introduce them to the AO2 assessment objectives for GCSE and A 'level where they are developing their own ideas And AO4 where they are realising their own intentions.</p>	
<p>Yr. 9 Summer 2</p>	<p><b><u>Animation</u></b> - Introduction to the world of photography by creating zoetropes and filming them to show how film and movement can be created.</p>	<p><b><u>Why now?</u></b></p> <p>To create a fun an engaging project dot the end of the year that helps students grasp the principles of photography and animation, that makes connections back the drawing elements of this year.</p> <p><b><u>Why?</u></b></p> <p>To build skill and recruitment into GCSE Photography in a creative a fun way.</p>	<p>Teacher Assessment</p>