



	Theme	Overview of key learning to take place	How learning will be assessed
TERM ONE BRITISH ART: Banksy & Hirst		<p>Task 1: Baseline Test</p> <ul style="list-style-type: none"> • I can create an observational drawing of a graffiti spray can. • I can use a range of pencil marks to create shape and realistic detail • I can use my observation skills in replicating the features of a graffiti spray can <p>Task 2: Graffiti Tag</p> <ul style="list-style-type: none"> • I can imagine my own unique persona and “street artist name” to reflect my personal identity • I can demonstrate imagination and creativity by creating a unique design for my own graffiti tag (graffiti signature) • I can demonstrate skill and understanding through the use of characteristic elements from graffiti design (i.e overlapping letters, dripping fonts, thick black outlines) to create my own artwork. <p>Task 3: Banksy Stencil Print</p> <ul style="list-style-type: none"> • I can imagine and design a drawing for a stencil artwork which is about my own life or the world around me (e.g. pop culture, consumer culture) • I can neatly and skilfully cut out my design to create a reasonably complex stencil with different details and sections • I can choose my own paint colours to neatly print my stencil using sponges to create a clear and attractive/dynamic image 	<p>Formative assessment</p> <p>Feedback will be given to help students to improve and progress in the topic area. All work is then graded and used for the midterm reports.</p> <ul style="list-style-type: none"> • Self/Group reflection on completed task • What Went Well? (WWW)... Even Better If (EBI)... • Direct and immediate feedback from the teacher in every lesson. <p>Summative assessment</p> <p>The produced artwork is marked at the end of the topic based on set criteria mainly covering learned skills and techniques.</p> <ul style="list-style-type: none"> ✓ Planning, design and concept ✓ Drawing and Pattern Design ✓ Application of Technique and use of Colours ✓ Overall presentation (quality and neatness)

Task 1: Soldier Drawing

- I can create a detailed drawing featuring a soldier or military scene, taking inspiration from different secondary sources to produce of my own artwork
- I can demonstrate a variety of technical drawing skills such as different lines, shading and mark-marking
- I can produce a finished artwork with neat presentation

Task 2: Protest Art Poster

- I can imagine and create a design for a poster which expresses an opinion I have about myself, my community or the wider world
- I can produce a poster with an attractive and well-drawn font for my message
- I can include a visual design element such as a picture or symbol to accompany my message
- I can colour and present my work neatly to create a finished poster with a strong/impactful overall result

Task 3: Pinata Sculpture

- I can imagine and draw a design draft for a 3D piñata sculpture
- I can demonstrate sculptural skills by successfully building and making my design with recycled materials
- I can show flexibility with materials by neatly covering the surface of my piñata in papier mache to create a smooth but strong outer shell
- I can neatly paint my piñata to create a well-presented final artwork

Formative assessment

Feedback will be given to help students to improve and progress in the topic area. All work is then graded and used for the midterm reports.

- Self/Group reflection on completed task
- What Went Well? (WWW)... Even Better If (EBI)...
- Direct and immediate feedback from the teacher in every lesson.

Summative assessment

The produced artwork is marked at the end of the topic based on set criteria mainly covering learned skills and techniques.

- ✓ Planning, design and concept
- ✓ Drawing and Pattern Design
- ✓ Application of Technique and use of Colours
- ✓ Overall presentation (quality and neatness)

Task 1: Architecture & Perspective Drawing

- I can create and draw an interesting design for a “building of the future”
- I can demonstrate an understanding of perspective and visual spatial skills by creating a complex three-dimensional architectural design
- I can successfully follow and complete all the steps in a process as shown to me by the teacher
- I can demonstrate technical drawing skill by the inclusion of shading and details
- I can produce a neat and well-presented final artwork

Task 2: Digital Art & Design

- I can demonstrate flexibility and skill by utilizing digital technology in art
- I can use my imagination to create a detailed painting of my own design
- I can utilize a variety of different drawing and painting tools and effects in my final painting
- I can produce a well-presented finished piece and think of my own title

Formative assessment

Feedback will be given to help students to improve and progress in the topic area. All work is then graded and used for the midterm reports.

- Self/Group reflection on completed task
- What Went Well? (WWW)... Even Better If (EBI)...
- Direct and immediate feedback from the teacher in every lesson.

Summative assessment

The produced artwork is marked at the end of the topic based on set criteria mainly covering learned skills and techniques.

- ✓ Planning, design and concept
- ✓ Drawing and Pattern Design
- ✓ Application of Technique and use of Colours
- ✓ Overall presentation (quality and neatness)