

**Key:** \***Bold** writing shows development or progression from previous year. \*Underline shows cross-over of key concepts with other end-points

Subject: ART					
End points	Year 7	Year 8	Year 9	Year 10	Year 11
<p><b>Fluency and confidence in the use of media demonstrating a sound understanding of the materials and techniques they use (Practical Skills)</b></p>	<p>To explore the visual elements to gain skills in the following areas;</p> <p><b>LINE:</b> <b>Mark making:</b> To be able to use line for mark making –by varying the pressure of the pencil.</p> <p><b>Drawing:</b> To be able to create an outline/ line drawing from observation.</p> <p>To be able to use continuous line to create a drawing.</p>	<p>To use skills gained in the visual elements to further develop skills in observation.</p> <p><b>Mark Making:</b> To be able to use line to create a range of tones. To be able to use Crosshatch and other techniques to create different tonal values.</p> <p><b>Proportion:</b> <b>Drawing:</b> To be able to create a realistic drawing from primary/ secondary observation using proportion through sighting. To be able to enlarge and reduce an image from secondary observation.</p> <p><b>Composition:</b> <b>Drawing:</b> To be able to recognise and recreate effective use of composition. <b>Photography:</b> To be able to create and apply a range of basic composition techniques through photography.</p>	<p><b>MARK MAKING.</b></p> <p>To be able to use line to explore a tonal range in a range of materials. To understand and apply a range of cross hatching techniques in a variety of materials. To be able to review and refine process to adapt and improve outcome.</p> <p><b>Proportion.</b> <b>Drawing:</b></p> <p>To be able to use a variety of materials to create realistic drawings from primary/ secondary observations using proportion through sighting in relation to unit of time.</p> <p>To be able to accurately enlarge and reduce an observation from secondary observation and be aware of a range of technique to support this.</p> <p><b>Composition:</b> <b>Drawing:</b></p>	<p><b>MARK MAKING.</b></p> <p>To be able to use an effective range of technique and process to apply tonal values across media and material.</p> <p>To be able to review and refine process to adapt and improve outcome.</p> <p><b>Proportion.</b> <b>Drawing:</b></p> <p>To be able to undertake a range of techniques to experiment with proportion with accuracy.</p> <p>To be able to use a variety of materials to create realistic drawings from primary/ secondary observations using proportion through sighting</p> <p><b>Composition:</b> <b>Drawing:</b></p> <p>To be able to experiment with a range of compositional techniques adapting outcomes to suit outcome.</p> <p><b>Composition:</b> <b>Drawing:</b></p> <p>To be able to experiment with a range of compositional techniques during review period.</p>	<p><b>MARK MAKING.</b></p> <p>To be able to use a sophisticated range of technique and process to apply tonal values across media and material.</p> <p>To be able to review and refine process to adapt and improve outcome.</p> <p><b>Proportion.</b> <b>Drawing:</b></p> <p>To be able to undertake a range of techniques to experiment with proportion with accuracy.</p> <p>To be able to use a variety of materials to create realistic drawings from primary/ secondary observations using proportion through sighting</p> <p><b>Composition:</b> <b>Drawing:</b></p> <p>To be able to experiment with a range of compositional techniques adapting outcomes to suit outcome.</p> <p>To be able to sophisticatedly apply photo montage, collage or assemblage to personal final outcome</p> <p><b>Photography:</b> To be demonstrate and plan for effective use of a range of compositional techniques within personal photoshoots.</p>

	<p><b>TONE:</b>  <b>Shading &amp; blending.</b>                  To be able to create graduated tone by blending from light to dark.                  To be able to use Cross-hatch –build up criss-cross lines to create different tonal values.                  To be able use add tints and shades to affect tonal value.                  To know how to create tone using transparent and opaque technique in watercolour.</p> <p><b>COLOUR:</b>  <b>Mixing</b>                  To be able to Mix primary colours to make secondary and tertiary colours.                  To be able to mix colours to make a range of hues, tones and shades.</p> <p><b>Blending</b>                  To be able to blend a range of hues.</p> <p><b>PATTERN:</b>                  To be able to create/ design repeat pattern using a series of shapes or motifs.                  To be able to apply pattern to decorate a 2D and/ or 3D surface.</p>	<p><b>Shading &amp; blending:</b>                  To apply mark making techniques in biro to represent tonal qualities in observational drawing.</p> <p>To be able to use shading, tinting and shadows in chosen media to recreate objects/ photographs from observation.</p> <p>To be able to use colour theory effectively to create shadows.</p>	<p>To be able to use specialist language to identify compositional points.</p> <p>To be able to apply aspects of specialist composition to work.</p> <p><b>Photography:</b>                  To be demonstrate and plan for effective use of compositional techniques within photoshoots linked to time.</p> <p><b>Shading &amp; blending:</b>                  To be able to further develop application of tonal values using a range of material.</p> <p>To be able to effectively identify and apply lighting within artwork.</p> <p>To be able to use colour theory to expand and experiment with a more in-depth colour palette.</p>	<p>To be able to experiment with photo montage / collage and assemblage techniques.</p> <p><b>Photography:</b>                  To be demonstrate and plan for effective use of a range of compositional techniques within personal photoshoots.</p> <p>To be able to review and refine photoshoots based on improving, editing, and adapting outcomes.</p> <p>To be able to direct models used to specified outcome.</p> <p><b>Shading &amp; blending:</b></p> <p>To be able to effectively develop colour / tonal palette in a variety of materials to suit any outcome.</p> <p><b>Workshops:</b></p> <p>To partake in a series of specialist technique work shops to explore and review outcome in relation to personal direction.</p>	<p>To be able to review and refine photoshoots based on improving, editing, and adapting outcomes.</p> <p>To be able to use a range of photography techniques to plan, arrange and direct photoshoots for final outcome.</p> <p><b>Shading &amp; blending:</b></p> <p>To be able to effectively develop colour / tonal palette in a variety of materials to suit any outcome.</p> <p><b>Workshops:</b></p> <p>To partake in a series of specialist technique work-shops to explore and review outcome in relation to personal direction.</p> <p>To be able to use knowledge and skills developed in workshops to explore and refine final outcome.</p>
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	<p><b>NC/Spec coverage</b> Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</p> <p>To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.</p> <p>To use a range of techniques and media, including painting.</p>	<p><b>NC/Spec coverage</b> Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</p> <p>To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.</p> <p>To use a range of techniques and media, including painting.</p>	<p><b>NC/Spec coverage</b></p> <p>To be able to explore a wide application of specialist skills.</p> <p>To be able to review and refine to demonstrate a consistent improvement of a range of techniques.</p>	<p><b>NC/Spec coverage</b></p> <p>To be able to explore a wide application of specialist skills.</p> <p>To be able to review and refine to demonstrate a consistent improvement of a range of techniques.</p>	<p><b>NC/Spec coverage</b></p> <p>To be able to explore a wide application of specialist skills.</p> <p>To be able to review and refine to demonstrate a consistent improvement of a range of techniques.</p>
<p>Understanding of Art History including key art movements, artists and the cultural, historical and social events that influenced them (Art History).</p>	<p>To understand Art, Design and Architectural history, relevant to the visual elements studied.</p> <p><u>Demonstrate an understanding of chronology from Ancient Art to Contemporary Art.</u></p> <p><u>Contextual</u> To discuss Art in context to purpose and meaning.</p>	<p><b>To know and study Key artists and art works linked to Generations.</b></p> <p><u>To be able to confidently discuss a, key artist with knowledge of context/ links to Generations.</u></p> <p><u>Demonstrate an understanding of chronology from Ancient Art to Contemporary Art in the context of Generations.</u></p> <p><u>Contextual</u> <b>To know how social, moral, spiritual, cultural historical contexts impacted on the development of Art in relation to Generations.</b></p>	<p><b>To know and study Key artists and art works linked to the theme Time</b></p> <p>To be able to confidently discuss a, key artist with knowledge of context/ links to the theme of Time</p> <p>Demonstrate an understanding of chronology from Ancient Art to Contemporary Art in the context of Time.</p> <p>To know how social, moral, spiritual, cultural historical contexts impacted on the development of Art in relation to Time</p>	<p><b>To know and study Key artists and art works linked to the theme Time and to further explore personal subcategories under this title.</b></p> <p>To be able to confidently discuss a key artist with knowledge of context/ links to the theme of Time and further explore personal subcategories under this title.</p> <p>Demonstrate an understanding of chronology from Ancient Art to Contemporary Art in the context of Time and independently explore personal chosen subcategories.</p> <p>To know how social, moral, spiritual, cultural historical contexts</p>	<p><b>To know and study Key artists and art works linked to the theme Time and to further explore personal subcategories under this title.</b></p> <p>To be able to confidently discuss a key artist with knowledge of context/ links to the theme of Time and further explore personal subcategories under this title.</p> <p>Demonstrate an understanding of chronology from Ancient Art to Contemporary Art in the context of Time and independently explore personal chosen subcategories.</p> <p>To know how social, moral, spiritual, cultural historical contexts impacted on the development of Art in relation to Time.</p> <p>To be able to explore how personally selected subcategories fit within the SMSC framework and be able to make connecting links to personal outcome.</p>

				<p><b>impacted on the development of Art in relation to Time.</b></p> <p>To be able to explore how personally selected subcategories fit within the SMSC framework and be able to make connecting links to personal outcome.</p>	
	<p><b>NC/Spec coverage</b> Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>The history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</p>	<p><b>NC/Spec coverage</b> Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>The history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</p>	<p><b>NC/Spec coverage</b> Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>The history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</p>	<p><b>NC/Spec coverage</b> Exploration of art and design informed by research of art and design practice.</p>	<p><b>NC/Spec coverage</b> Exploration of art and design informed by research of art and design practice.</p>
<p>Undertake personal investigations which demonstrate confidence in developing, refining and communicating skills, media, techniques, ideas and intentions from</p>	<p><b>EXPERIMENT:</b> To be able to show experimentation with technique and media in response to the visual element covered.</p> <p><b>REFINE:</b> Evaluate work in progress to select and apply a technique and process to achieve your artistic intention.</p> <p><b>COMMUNICATE:</b></p>	<p><b>EXPERIMENT:</b> To be able to show experimentation with composition, media and techniques.</p> <p><b>REFINE:</b> Evaluate work in progress to select and apply a technique and process to achieve your artistic intention</p> <p><b>COMMUNICATE:</b></p>	<p><b>EXPERIMENT:</b> To be able to show experimentation with composition, media and techniques.</p> <p><b>REFINE:</b> Evaluate work in progress to select and apply a technique and process to achieve your artistic intention</p> <p><b>COMMUNICATE:</b></p>	<p><b>EXPERIMENT:</b> To be able to show experimentation with composition, media and techniques.</p> <p>To be able to personalise outcome of experiments based on personal direction.</p> <p><b>REFINE:</b></p>	<p><b>EXPERIMENT:</b> To be able to show experimentation with composition, media and techniques.</p> <p><b>To be able to personalise outcome of experiments based on personal direction, which include evidence from starting point to final outcome.</b></p> <p><b>REFINE:</b></p>

<p>varying starting points. (Process)</p>	<p>To be able to visually communicate your process and journey from stimulus to outcome’ (Artist research, mood board, experiments, outcome/s).</p> <p>To be able to label/ annotate your use of media and techniques to communicate your process, development and outcomes.</p>	<p>To be able to Communicate your process and journey from stimulus to outcome, (Artist &amp; Contextual research, mood board, experiments, improvements, outcome/s). To be able to annotate your use of composition, media and techniques to communicate your process, development and outcomes.</p>	<p>To be able to Communicate your process and journey from stimulus to outcome, (Artist &amp; Contextual research, mood board, experiments, improvements, outcome/s). To be able to annotate your use of composition, media and techniques to communicate your process, development and outcomes.</p>	<p>Evaluate work in progress to select and apply a technique and process to achieve your artistic intention.</p> <p>To be able to articulately use specialised vocabulary be able to communicate intention and outcome.</p> <p><b>COMMUNICATE:</b> To be able to Communicate your process and journey from stimulus to outcome, (Artist &amp; Contextual research, mood board, experiments, improvements, outcome/s). To be able to annotate your use of composition, media, and techniques to communicate your process, development, and outcomes.</p>	<p>Evaluate work in progress to select and apply a technique and process to achieve your artistic intention.</p> <p>To be able to articulately use specialised vocabulary be able to communicate intention and outcome.</p> <p><b>COMMUNICATE:</b> To be able to Communicate your process and journey from stimulus to outcome, (Artist &amp; Contextual research, mood board, experiments, improvements, outcome/s). To be able to annotate your use of composition, media, and techniques to communicate your process, development, and outcomes.</p>
	<p><b>NC/Spec coverage</b> Produce creative work, exploring their ideas and recording their experiences.</p> <p>Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. Analyse and evaluate their own work, and that of others, in order to strengthen the</p>	<p><b>NC/Spec coverage</b> Produce creative work, exploring their ideas and recording their experiences.</p> <p>Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. Analyse and evaluate their own work, and that of others, in order to strengthen the</p>	<p><b>NC/Spec coverage</b> Produce creative work, exploring their ideas and recording their experiences.</p> <p>Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. Analyse and evaluate their own work, and that of others, in order to strengthen the visual</p>	<p><b>NC/Spec coverage</b> Application of specialist skills with reasoned review and consistent improvement.</p>	<p><b>NC/Spec coverage</b> Application of specialist skills with reasoned review and consistent improvement.</p>

	visual impact or applications of their work.	visual impact or applications of their work.	impact or applications of their work.		
Confidently critique, analyse and discuss Art and Design in visual, written and oral forms (Communicate)	<p><b>RESEARCH</b>  <u>To be able to Research and source Artists to develop understanding (Books, Internet, Galleries, Exhibitions, library, Magazines).</u></p> <p><b>ANALYSIS</b>  <u>To know and use key vocabulary in verbal discussion, and use in the correct context.</u>  <u>To be able to verbally analyse a work of art discussing the visual elements and principles and its impact on the viewer</u>  <u>To be able to formulate some opinion on pieces of art work</u>  <u>To be able to verbally discuss subject matter, themes, issues, contexts and ideas in work.</u></p>	<p><b>RESEARCH</b>  <u>To be able to Research and source Artists and relevant contextual links to develop understanding (Books, Internet, Galleries, Exhibitions, library, Magazines).</u></p> <p><b>ANALYSIS</b>  <u>To be able to discuss the artistic choices and their impact on the viewer using key vocabulary.</u>  <u>To be able to discuss subject matter in the context of generations.</u>  <u>To be able to formulate an opinion on pieces of artwork.</u></p> <p><u>To be able to discuss subject matter, themes, issues, contexts and ideas in the context of generations.</u></p>	<p><b>RESEARCH</b>                      To be able to Research and source Artists and relevant contextual links to develop understanding (Books, Internet, Galleries, Exhibitions, library, Magazines).</p> <p><b>ANALYSIS</b>                      To be able to discuss the artistic choices and their impact on the viewer using key vocabulary.                      To be able to discuss subject matter in the context of Time</p> <p>To be able to formulate an opinion on pieces of art-work.</p> <p>To be able to use the knowledge gained to make connections within own personal direction.</p> <p>To be able to discuss subject matter, themes, issues, contexts, and ideas in the context of time.</p>	<p><b>RESEARCH</b>                      To be able to Research and source Artists and relevant contextual links to develop understanding (Books, Internet, Galleries, Exhibitions, library, Magazines).</p> <p>To be able to make confident links to client brief and research appropriately.</p> <p><b>ANALYSIS</b>                      To be able to discuss the artistic choices and their impact on the viewer using key vocabulary.                      To be able to discuss subject matter in the context of personally selected final direction.</p> <p>To be able to discuss the artistic choices and their impact on the viewer using key vocabulary.                      To be able to discuss subject matter in the context of personally selected final direction.</p> <p>To be able to formulate an opinion on pieces of artwork relevant to personal direction.</p> <p>To be able to use the knowledge gained to make relevant connections within own personal direction.</p> <p>To be able to discuss subject matter, themes, issues, contexts, and ideas in the context of Time and personally selected sub category.</p>	<p><b>RESEARCH</b>                      To be able to Research and source Artists and relevant contextual links to develop understanding (Books, Internet, Galleries, Exhibitions, library, Magazines).</p> <p>To be able to make confident links to client brief and research appropriately.</p> <p><b>ANALYSIS</b>                      To be able to discuss the artistic choices and their impact on the viewer using key vocabulary.                      To be able to discuss subject matter in the context of personally selected final direction.</p> <p>To be able to formulate an opinion on pieces of artwork relevant to personal direction.</p> <p>To be able to use the knowledge gained to make relevant connections within own personal direction.</p> <p>To be able to discuss subject matter, themes, issues, contexts, and ideas in the context of Time and personally selected sub category.</p>

				<b>in the context of Time and personally selected sub category.</b>	
	<p><b>NC/Spec coverage</b> Evaluate and analyse creative works using the language of art, craft and design.</p> <p>To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. Develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.</p>	<p><b>NC/Spec coverage</b> Evaluate and analyse creative works using the language of art, craft and design.</p> <p>To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. Develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.</p>	<p><b>NC/Spec coverage</b> Evaluate and analyse creative works using the language of art, craft and design.</p> <p>To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. Develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.</p>	<p><b>NC/Spec coverage</b> Exploration of art and design informed by research of art and design practice.</p>	<p><b>NC/Spec coverage</b> Exploration of art and design informed by research of art and design practice.</p>