

No. of lessons	Lesson Title
	Natural Forms Theme
4 lessons	1. Tonal Value (Monochrome): Acquiring skills
6 lessons	2. Tonal Value (Monochrome): Observational drawing exploring tonal value
8 lessons	3. Tonal Value (Monochrome): development and exploration (Blossfeldt/Cameron links)
8 lessons	4. Colour (value, blending and exploring): Acquiring skills
10 lessons	5. Colour (value, blending and exploring) Development and exploration (choice of artist links)
	Man-made Theme
6 lessons	6. Composition (viewpoint and abstract): Recording using photography
4 lessons	7. Composition (viewpoint and abstract): development and artist links
8 lessons	8. Line and composition: Exploring printmaking
4 lessons	9. Line (continuous): Exploring techniques, showing links to artists.
6 lessons	10. Line (expressive, mark-making): Exploring techniques, showing links to artists.

GCSE Fine Art Foundation Project: Overview			
Specification Component: What elements of the specification are delivered in this unit? What lesson will be achieved within?		Unit Aims: What assessment objectives and skills will be developed as part of this unit?	
Specification Component: Portfolio		Lesson Link	Assessment Objective
Knowledge (Visual elements)	<ul style="list-style-type: none"> Tone Line Texture Form Colour Composition Scale 	L1, 2, 3, 4 L2, 5, 8, 9, 10 L3, 4, 9, 11 L1, 2, 3, 5, 6, 8, 9 L4, 5, 7, 8, L2, 3, 5, 6, 7, 8, 9 L2, 3, 5, 6, 7, 9, 10	AO1: Develop ideas through investigations, demonstrating critical understanding of sources (25%)
Knowledge (Sources and Visual style)	<ul style="list-style-type: none"> Observed Simplified Abstraction Stylisation Expressive Individual Historical Social Cultural 	L2, 3, 5, 6, 7, 9 L2, 5, 6, 8, 9, 10 L5, 6, 7, 8, 9 L3, 6, 8, 9, 10, 11 L11 L3, 6, 10 L3, 6, 8, 9, 11 L7, 9, 10 L10, 11	AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes (25%)
Skills	<ul style="list-style-type: none"> Mark-making Digital photography Drawing Mixed media (pencil, pen, pastel, paint) Painting Collage Printmaking 	L1, 2, 3, 5, 11 L3, 6 L2, 3, 5, 6, 8, 9, 10, 11 L2, 3, 5, 6, 8, 10, 11 L1, 3, 5, 6, 9, 10 L3, 7, 8, 9 L8, 9	AO3: Record ideas, observations and insights relevant to intentions as work progresses (25%) AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language (25%)
Unit Assessment: What does assessment look like for this unit? When is it implemented? Why has this method been chosen?			
Summative assessment: This will take the form of marks out of 24 for the appropriate AO covered, as identified, including written feedback and individual action plans. These summative assessment points will take place as follows: End of section 3 (parts 1, 2, 3), end of section 6 (parts 4, 5 and 6), end of section 9 (parts 7, 8 and 9), end of section 10. In addition, formative feedback will be ongoing through one to one discussions/tutorials. Peer assessment and self-assessment will take the form of reflection activities and also the use of WAGOLs and exemplar work to visually illustrate how AOs can be realised.			
Intra-Departmental Links: How does this unit link to other units within your department? How did it extend or build upon them?		Cross-Curriculum Links: How does this unit link to other curriculum areas within the Academy?	
Skills Link: Skills at KS3 are built on through more skillful use of art materials and the introduction to a wider range of art materials. Students will use the knowledge and skills acquired for their 'Personal Project'. KS3 Link: Builds on knowledge acquired throughout KS3 curriculum, specifically the formal elements of colour, line, form and composition.		English: Written requirement of AO3 required students to write showing analysis of concepts and ideas. Key subject terminology is used in both writing and verbally discussing Art. History: Linking to historical and contemporary artists puts art into context with world and social events influencing artist outcomes.	
Literacy: What opportunities are given to extend the literacy of students within this unit?	Numeracy: What opportunities are given to extend the numeracy of students within this unit?	Cultural Capital/Enrichment: How does this unit provide students with the opportunity to enrich their cultural capital?	
Oracy – discussions on art, contexts and opinions Writing to analyse, explain and review – as part of AO3	Understanding on use of scale. Chronological understanding of artists and art periods.	Art can enrich a students' life through engagement with a variety of artists, both historical and current. It inspires questioning, wonder and exploration whilst encouraging resilience and challenge. This gives purpose to the studying of Art not only as a tool for self-expression but as a skill that can lead to industry and careers. Students are encouraged to investigate art through visiting galleries, museums and workshops.	
Tier 3 Vocabulary: What subject specific terms are students expected to acquire an understanding of over the unit?			
Line, Tonal Value, Composition, Form, colour, Development, Refinement, Observational, Stylised, Abstraction, Expressive, Contextual, Annotation, Exploration, Manipulation,			