

Threshold Concepts		Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7
		Y7	Y8	Y9	Y10	Y11	Y12	Y13
Art should engage head, hands, heart.	Content	Students become confident at describing visual aspects of artwork. Students can reflect on how an image communicates. Students can create their own art using line, tone, colour, scale and proportion.	The life of a great artist is used as stimuli to push students understanding of the connection between skill, idea and feeling. Proportion, perspective and application of colour are explicitly taught to provide students with the tools to satisfy creative ambitions.	Practical ability continues to develop through the use of drawing, painting, collage and texture. Reasoned judgements are now made that inform students own work, reflecting critically on influential artists and building connections to prior contemporary and historical contextual links.	As well as describing visual aspects of artwork students can explain process and mood within both professional and their own outcomes. The practical work becomes more ambitious in terms of theme, scale and media. Students will work from first and second hand source material and understand the benefits and limitations of both.	Human anatomy provides students with a rich resource that allows them to access the technical and theoretical thinking often embarked on at degree level. Students will be able to record convincing bone and muscle structure in two dimensions. Contextual links will include looking at the observations of Leonardo DaVinci as well as contemporary practitioners living and working today and question the use of source material.	A self selected intellectual question is explored (for example how do artists explore the theme of masculinity throughout the 20th century) through practical and theoretical work. Investigating a personal area of interest will develop curiosity, independence and ownership.	A self selected intellectual question is explored through practical and theoretical work. Investigating an area of personal interest will prepare students for the exam unit and demands of Higher Education.
	Assessment	The sketchbook forms the evidence that will be continually assessed.	The sketchbook forms the evidence that will be continually assessed.	The sketchbook forms the evidence that will be continually assessed. A summer assessment paper will also be completed to ascertain retention of knowledge and ability to transfer skills.	Mock exam testing ability to communicate visually. Portfolio of work is assessed every 6 weeks with feedback given to impact progress.	Mock exam testing ability to communicate visually. Portfolio of work is assessed every 6 weeks with feedback given to impact progress.	Mock exam testing ability to communicate visually. Portfolio of work is assessed every 4 weeks with feedback given to impact progress.	Knowledge and skills will be assessed in a portfolio of practical and theoretical work. A sketchbook, large scale outcomes and an extended evaluative 3000 word essay will form part of the assessment.
Art allows you to play with materials, ideas and failure.	Content	Playing with materials and experiences, lots of risk taking encouraging students to be courageous with their creative explorations. The idea of journey over outcome is aimed at building creative resilience.	Painting and expressive brushwork will take students out of their comfort zone, working with mark making and increased scale. Students are expected to transfer mark making into the medium of clay creating 3D vessels with tactile texture.	Students develop the ability to plan a project from initial starting point to final realisation, much in the way a professional artist would work. All students will embrace the process of receiving and acting upon constructive criticism issued by teacher and peers.	Understanding of the medium of printmaking and its unpredictable nature. Traditional methods of increasing scale and non traditional approaches to image making are also taught/explored.	The exam unit starting in January gives students further ownership of concept and communication within their artwork allowing them to be in the driving seat of how they want to respond to one of the choice of 7 starting points. By the end of year 11 students will be able to select a theme, investigate historical examples, experiment with media and imagery and present a final realised image/s within a strict time frame.	Investigations into how portraiture has been used as a tool historically to record, to manipulate and to comfort allows students to engage in debate as well as experiment with meaning within their own practical work. Following the unit candidates will question all visual imagery and search for the intended communication as well as explain their reading with confidence.	Students become ambitious regarding their own motivation to create art of meaning and purpose. They will do this by selecting a theme that they will investigate in depth. The theme will not be superficial but will have an intellectual question that they aim to answer through the medium of visual art. At this point students' visual language will be highly developed and confident.
	Assessment	The sketchbook forms the evidence that will be continually assessed.	The sketchbook forms the evidence that will be continually assessed.	The sketchbook forms the evidence that will be continually assessed.	The sketchbook forms the evidence that will be continually assessed.	The sketchbook forms the evidence that will be continually assessed.	The sketchbook forms the evidence that will be continually assessed.	The sketchbook forms the evidence that will be continually assessed.
Art has its own vocabulary shaped across time and space.	Content	Students will gain knowledge of the history of art, starting with cave painting through to Renaissance. This will allow students to see how people, society and technology contributed to a journey of discovery.	Students will be exposed to two case study artists, one historical and one contemporary. They will look at their artwork and make connections between the visuals and the life they lived. All students will be able to express a personal opinion informed by knowledge gained both in year 7 & 8. They will also be able to appraise painting and sculpture.	Students will be able to link contemporary practices to prior learning expressing reasoned judgements around the work and how it describes life in the 21st century. Students will also be able to create a journey within their own practical work demonstrating evolving visual language.	Students will understand what is meant by the term visual literacy. Students will be able to compare and contrast the work of artists from diverse backgrounds both historical and contemporary. All practical work will be testament to the understanding of the influential artists with visual references weaved into their own personal expressions.	Students will explore whether one work of art can communicate with another? They will use both the work of peers and professionals to explain their theory.	Post 16 students will be asked to engage with the idea that it is possible to have dialogue with art materials and that they tell us something. This investigation will ensure personal media selection/application is purposeful and adds to interpretation.	Year 13 students will drive their own research into an intellectual question of their choosing. The teacher will act as a mentor offering links and questioning decision making in much the same way that they will be taught on a degree course; thus preparing them for the next stage of their creative journey.
	Assessment	The sketchbook forms the evidence that will be continually assessed. A summer assessment paper will also be completed to ascertain retention of knowledge and ability to transfer skills.	The sketchbook forms the evidence that will be continually assessed. A summer assessment paper will also be completed to ascertain retention of knowledge and ability to transfer skills.	The sketchbook forms the evidence that will be continually assessed. A summer assessment paper will also be completed to ascertain retention of knowledge and ability to transfer skills.	Written content in the students sketchbook will be assessed to support the record of evidence of meeting this threshold concept.	Written content in the students sketchbook will be assessed to support the record of evidence of meeting this threshold concept.	The sketchbook will show evidence of meeting this objective - discussion and annotation will support this practical work.	The sketchbook forms the evidence that will be continually assessed.