Arts Award Bronze 6.5 2025-2026

	2024-2025 Autumn 1	2024-2025 Autumn 2	2024-2025 Spring 1	2024-2025 Spring 2	2024-2025 Summer 1	2024-2025 Summer 2
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	A; Take part in the arts	A: Take part in the arts Topic: CULTURAL Art (throughout the year)	B: Review an Arts event	C: Research an artist or crafts person	D: Pass on a skill Coil pots/ or other art technique/ media	TEACHER SET PERSONALISED TARGETS
Year 12	Topic: CULTURAL Art (throughout the year)	COMPLETE PAPER WORK A	Review of Pitt Rivers/ BMAG/VIRTUAL GALLERY	Research an Artist or Crafts person, reflect on	COMPLETE PAPER WORK D	<u>Targets A - D</u>
Arts	Suggested Suggested Key Questions:	Experiment: scraffito and chalk	https://www.ikon- gallery.org/learning/sch	their life, works and share your response.	Suggested Kev	
Award	What do we notice	Experiment: oil pastel	ools/activity-packs/ Van	stidie your response.	Questions:	
Bronze	about the colours we are seeing? Why are these colours	Suggested Suggested Key Questions:	Gogh Virtual tour. COMPLETE PAPER WORK B	COMPLETE PAPER WORK C	What will you teach, how do we communicate well?	
	important?	What colours will work	_	Suggested Suggested	How will you know if they	
	How would you describe the art of this culture?	best? Why?	Suggested Suggested Key Questions:	Key Questions: How can your page	have understood your instructions?	
	What do notice about	How do we apply these	What was the best part	reflect this artist?	What you do if they are	
	the patterns?	colours?	of the visit?	What makes a successful	stuck or if has not	
		How can we reflect this	What was your favourite	page composition?	worked out right?	
	Kev skills and	culture culture in the colours we choose?	piece? Why? What did you like	What colours should you use?	Kev skills and	
	knowledge:	What colours do we link	about it?	How will you apply	knowledge:	
	Students will start	with this culture?	Tell me about the	colour?		
	collecting more	Has is chalk different to	artifacts on display.		Students will use their	
	information and	oil pastel?		Key skills and knowledge:	observations to review and revisit ideas. Will	
	resources to present in sketchbooks.	What do we notice	Kev skills and	Kllowledge.	confidently discuss their	
	They will review and revisit ideas in their sketchbooks:	about these pots? How have they been made?	knowledge: Student will become more confident using	With prompts / support student can give	ideas with a peer and teacher. They will respond positively to	
	with support they will offer feedback using technical vocabulary.	How can we keep our coil pot symmetrical? How do we join the coils?	key vocabulary to demonstrate knowledge and understanding: line, pattern, texture, form,	observations about notable artists' and designers' work and their lives:	suggestions and adapt and refine ideas as well as giving advice to others. Students will	
	think critically about their art and design work with teacher prompts;	What is slip for? Why is it important?	record, detail, question, observe, refine. With support, students will	They understand key vocabulary and can demonstrate their	consider what images to use, how the composition is	
	with support use digital technology as sources for developing ideas with support; With support/ prompts will use key vocabulary to demonstrate	Kev skills and knowledge: Students will become more confident using techniques already learned and use the vocabulary learned	practise and share their learning and skills with others, giving and receiving feedback.	knowledge and understanding to their teacher/ peers.	positioned and what media to use reflecting on their prior studies. Their design plan will clearly reflect their project brief.	

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Link to Gatsby Benchmark	4. Linking curriculum learning to careers. Discussion of design process and page composition – key skills needed in graphic design an illustration.	4. Linking curriculum learning to careers. Discussion of design process and page composition – key skills needed in graphic design and illustration.	4. Linking curriculum learning to careers. – ceramics, making and 3d design. Sales and auction.	4. Linking curriculum learning to careers. – careers in art gallery and retail 5. Encounters with employers and employees – firsthand experience meeting employees of gallery	4. Linking curriculum learning to careers. – careers in art gallery and retail 5. Encounters with employers and employees – firsthand experience meeting employees of gallery	4. Linking curriculum learning to careers. – artist, designer – understanding importance of design and planning.
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