

Art	Autumn 1 Drawing	Autumn 2 Painting	Spring 1 Sculpture/ Ceramics	Spring 2 Printmaking	Summer 1 Photography/ Collage	Summer 2 Personal Response
<p><b>Year 7</b></p> <p><b>Abstraction</b></p> <p>The theme abstraction is explored throughout Year 7. Students learn how to use a sketchbook to record their ideas, thoughts and observations. They learn about the life and work of different artists linked to the theme.</p>	<p>Students will learn a range of <b>mark making</b> techniques using a variety of drawing materials including ink, graphite and charcoal. They will learn how to create shapes, lines and textures to create abstract artworks informed by artists</p> <p><b>Artist</b> - Heather Hansen</p> <p><b>Formal Elements</b> - line, texture</p>	<p>Students will be taught brush skills including appropriate brush size, how to hold and control a brush and how much paint to apply. They will know the primary colours and how they can be mixed to make secondary colours. They will also explore expressive painting techniques including pouring and splattering.</p> <p><b>Artists</b> - Piet Mondrian, Beatriz Milhazes, Frank Bowling</p> <p><b>Formal Elements</b> - shape, colour</p>	<p>Students are taught the properties of clay. They learn how to roll a slab, how to join pieces of clay together and are taught clay hand building techniques. They also explore relief sculptures and learn a variety of paper manipulation techniques including folding, curling, cutting ect...</p> <p><b>Artists</b> - Charles McGee, Jonathan Baldock</p> <p><b>Formal Elements</b> - pattern, form</p>	<p>Students are introduced to printmaking and explore a range of processes including taking prints off different textured surfaces, marble printing and block printing. They will learn key vocabulary including ink, block, brayer, relief, collagraph.</p> <p><b>Artists</b> - a range of different printmakers</p> <p><b>Formal Elements</b> - texture, pattern</p>	<p>Students learn how to cut up paper into desired shapes, arranging materials thoughtfully and applying glue evenly. They use the prints they have created in the previous half term to create abstract collages considering shape and composition.</p> <p><b>Artist</b> - Henri Matisse, Kelly Knaga</p> <p><b>Formal Elements</b> - shape, pattern</p>	<p>Students will learn how to develop their ideas for a personal outcome through identifying their strengths and successes. Students take part in a critique practicing how to give and receive feedback. They learn their artwork should link with the theme and produce some development work before producing a final piece.</p> <p><b>Student research an artist of their own choice</b></p>
<p><b>Year 8</b></p> <p><b>Natural Forms</b></p> <p>The theme Natural Form is explored throughout Year 8. Students learn how to use a sketchbook to record their ideas, thoughts and observations. They record the life and</p>	<p>Students will practice drawing from observation and be taught how to produce a detailed line drawing and apply tone to shapes to create the illusion of form. They will learn coloured pencil and oil pastel</p>	<p>Students will build on their knowledge of colour theory with on focus on how to make variations of the same hues. They will use the vocabulary tints, tones and shades when describing their own work and the work of others.</p>	<p>Students are taught clay hand building techniques including rolling balls of clay, rolling coils, squeezing the clay into a form. They learn how to incise and apply clay to create textures on the surface of the clay using a range of tools.</p>	<p>Students continue to develop printmaking techniques by revisiting block relief printing techniques. They create a series of reduction prints informed by lino and woodblock prints they have studied. They are also introduced</p>	<p>Students will learn photography skills including zoom, focus and composition. They will also explore basic editing tools including cropping and converting a colour image to black and white. Students will also explore a range of</p>	<p>Students are taught how to evaluate their progress this year and identify their strengths and weaknesses. Students learn how to produce a design idea for a final outcome. They also explore working on a larger</p>

<p>work of different artists linked to the theme. They reflect upon their work, and consider what they have achieved.</p>	<p>techniques with a focus on blending and layering and apply them to their observation studies.</p> <p><b>Artist</b> - Ernst Haeckel</p> <p><b>Formal Elements</b> - tone, form, shape</p>	<p>Students will practice brush strokes techniques including gradient blending and using liner brush.</p> <p><b>Artist</b> - Georgia O'Keefe</p> <p><b>Formal elements</b> - tone, shape, colour</p>	<p>Students also explore using recycled materials to create 3D artworks. They learn how to build structures and join materials together using glue and wire.</p> <p><b>Artists</b> - Courtney Mattison, Dale Chihuly</p> <p><b>Formal elements</b> - texture, form, pattern</p>	<p>to monoprinting and learn the main differences between the two processes learned.</p> <p><b>Artists</b> - Hokusai, Mark Hearld</p> <p><b>Formal Elements</b>- line, texture, tone</p>	<p>collage techniques such as tearing, overlapping and layering. They will be taught how to cut, arrange and rearrange items to fit within an outline</p> <p><b>Artists</b> - Giles Davies, Keith Dotson</p> <p><b>Formal Elements</b> - tone, shape, colour</p>	<p>scale. They produce a final piece which is personal to them and present their artwork as part of an exhibition.</p> <p><b>Student research an artist of their own choice</b></p>
<p><b>Year 9</b></p> <p><b>Man-made</b> The theme Man-made is explored throughout Year 9. Students learn how to use a sketchbook to record their ideas, developing and refining their work as it progresses. They record and research the life and work of different artists linked to the theme. They reflect upon their work, and consider what they have achieved. Students also use notes and annotation to support visual work.</p>	<p>Students will revisit drawing from observation and practise applying tone using pencil, pastels and charcoal. Students will learn how to produce accurate line drawings which are to scale using the grid method.</p> <p><b>Artists</b> - Jim Dine, Sarah Graham, Jane Palmer</p> <p><b>Formal Elements</b> - line, shape, tone</p>	<p>Students will be taught a range of watercolour techniques including masking, wet on wet, wet on dry, lifting and graded wash. They will understand the differences between acrylic and watercolour paint. They will produce a watercolour painting using the different techniques learned.</p> <p><b>Artists</b> - Maja Wronska</p> <p><b>Formal Elements</b> - colour, tone, texture</p>	<p>Students are taught how to produce annotated designs for a sculpture inspired by the artists they have studied. Students use recycling materials to build a relief sculpture and learn paper mache techniques to build up layers to create a range of textured surfaces.</p> <p><b>Artists</b>- Antoni Gaudi</p> <p><b>Formal Elements</b>- texture, form, pattern</p>	<p>Students experiment with collagraph printmaking techniques. They refine their ideas and techniques previously learned. They are taught how to produce a detailed block which includes a range of raised surface textures to create a desired image which will result in a series of collagraph prints.</p> <p><b>Artists</b> - a range of collagraph printmakers</p> <p><b>Formal Elements</b> - texture, colour, shape</p>	<p>Students will learn how to combine collage techniques with other media such as paint and drawing materials. They use their own photographs to create a mixed media artwork. They are taught how to use dark and light materials to show different values within a collage.</p> <p><b>Artists</b> - Lola Dupre, Michael B. Sky, Letha Wilson</p> <p><b>Formal Elements</b>- shape, line, tone</p>	<p>Students are taught how to record their ideas and how to develop and refine them. They will be taught how to show clear links between the starting point, sources and personal outcome. Students will produce a final piece which shows their own understanding of the theme.</p> <p><b>Student research an artist of their own choice</b></p>

KS4 ART GCSE/ELC	Autumn Term	Spring 2	Summer
Year 10	<p>Theme: Food</p> <p>Component 1: Portfolio A sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>	<p>Theme: Close up</p> <p>Component 1: Portfolio A sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>	<p>Theme: Close up</p> <p>Component 1: Portfolio A sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>
Year 11  GCSE Entry Level	<p>Theme: Straight and Curved</p> <p>Component 1: Portfolio A sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study</p> <p>Externally Set Task Component 2: Preparatory period</p>	<p>GCSE Externally set assignments will be available to students and teachers from January.</p> <p>Component 2: Preparatory period Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.</p>	<p>Externally Set Task</p> <p>Component 2: Preparatory period followed by 10 hours of supervised time</p> <p>Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.</p>

	<p>Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.  AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.  AO3: Record ideas, observations and insights relevant to intentions as work progresses.  AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>	<p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.  AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.  AO3: Record ideas, observations and insights relevant to intentions as work progresses.  AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>	<p>Following the preparatory period, students must undertake 10 hours of unaided focused study, under supervision.</p> <p>The extended creative response must evidence students' ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the 10 hours of supervised time.</p>
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