



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Colour Theory <ul style="list-style-type: none"> Studying the techniques and processes of David Hockney, Wassily Kandinsky, Vincent Van Gogh and Paul Klee. Students will experiment with mixing paints with a focus of learning colour theory. Students will be introduced to creating perspective and accurate compositions through landscape paintings. Environmental issues such as deforestation and how artists explore this concept in art will be discussed. 		Line, Composition, Shape and Form <ul style="list-style-type: none"> Studying the work of artists and textile designers who use natural forms Practices and disciplines, making links to their own work. Discuss career paths and job opportunities in the creative industries. Discover different techniques involved in drawing with a focus on shading, details, observational skills and producing an accurate shape and form. Students will learn how to work from primary source Students will be encouraged to be constructive critics by reflecting on outcomes appropriately A variety of medias will be explored to enhance student experiences of using a variety of different medias. 		Pattern, Texture and Mark-making <ul style="list-style-type: none"> Study a range of different artists through history, analysing how they have influenced each other through their processes and concepts. Local artist Maggi Hambling will be introduced, and students will be encouraged to compare to traditional Japanese wave paintings. Topics such as OCEAN CONSERVATION and depression will be addressed. Students will experiment with patterns and textures. Opportunities to make textured collagraphs and a range of 3D outcomes including clay work. 	
Assessment	Landscape Art, Abstract Art, David Hockney , Wassily Kandinsky , Vincent Van Gogh , John Constable , J.M.W Turner , Paul Klee		William Morris , Georgia O’Keeffe , Jane Tomlinson		Maggi Hambling , Katsushija Hokusai , Claude Monet , Van Gogh ,	
Analysis	Poster paint, charcoal, colour pencil, felt tip pens.		Press printing, blending/layering, colour pencil, wax crayon rubbings, watercolour, collage, ink and water.		Oil pastel, colour pencil, watercolour, collage, mono printing, textured collagraphs, clay, paper modelling.	
Application of media	landscape drawing, perspective, tonal drawings of flowers.		Artist copies, line drawings, tonal drawings of a leaf.		Artist copies, mark-making, tonal drawings of shells.	
Drawing	To produce a landscape painting		To produce a mixed media flip book		To produce a 3D response using clay	
Final Piece	<ul style="list-style-type: none"> Students will study appropriate chapters from the book 'Think Like an Artist' by BBC Arts editor Will Gompertz <i>Use of Knowledge organisers</i> Writing self-assessments of work E.g. WWW and EBI Expressing own opinions through oracy workshops and written tasks 		Reading about artists studied, presenting core information, and completing <i>Comprehension tasks</i> . <i>key words explored through word searches, written analysis and DO NOW tasks</i>			
8	Still Life and Food <ul style="list-style-type: none"> Explore a range of different contemporary and key influences from the art world including Pop art. Students will cultivate painting and colour theory skills learnt in year 7. What is still life? Explore new ways of making effect through tone, texture, light and shadow. Topics such as ‘eat well guide’ will be discussed Students will reflect on mistakes and build resilience 		Bottles and Jars <ul style="list-style-type: none"> To explore how to apply tone with a variety of media. Drawing To define our application of shape and form To analyse artist who specialise in capturing reflective surfaces Analysing photorealistic artwork To enhance students’ drawing skills and foster an environment where individuality is encouraged through our motto of ‘You Do You’ 		Macro, textures, and Process. <ul style="list-style-type: none"> Introduced to photographers and macro art. Refine details from observational drawings. Experiment with creating textures and will create a variety of papers from their discoveries of exploring new processes. Students will produce a final piece using the papers they have created. 	
Assessment	Joel Penkman, Sarah Graham , Wayne Theibaud , Andy Warhol , Pop Art , Roy Lechtenstein		Kate Brinkworth, Patrick Caulfield,		Pater Clark ,Deborah Shapiro, Nancy Standlee, Karl Blossfeldti,	
Analysis	Watercolour, colour pencil, felt tip, poster paint, mono printing, poly block printing, paper modeling.		Pastels, charcoal, chalk, fine line, graphite,		Colour Pencil, oil Pastel, tonal Pencil, photography, wax resist, batik, ink, watercolour, collage	
Application of media						



Drawing Final Piece	Primary source drawings of sweets, biscuits and cakes, tonal drawings. Artist copies	Primary source drawing of perfume bottles and artist copies.	Macro drawings, drawings of fish scales, tonal drawings of a pineapple.	
	A Pop Art painting of POPULAR food		To produce a mixed media collage	
	Students will study appropriate chapters from the book 'Think Like an Artist' by BBC Arts editor Will Gompertz <i>Use of Knowledge organisers</i> Writing self-assessments of work E.g. WWW and EBI Expressing own opinions through oracy workshops and written tasks		Reading about artists studied, presenting core information, and completing <i>Comprehension tasks</i> . <i>key words explored through word searches, written analysis and DO NOW tasks</i>	
	Pattern		Art movements, concepts, and portraits	
9	<ul style="list-style-type: none"> Students will be given opportunities for independent choice on creative outcomes. Research will be based on the theme 'Patterns'. Students will be encouraged to ask questions and critically analyse the work of Michael Craig-Martin as the lead example artist. The formal elements of art will play a key role in our lessons to develop key language and analysis. We will have discussions around concepts behind art and how our own experiences can be channeled through creative outcomes. Lessons will be taught by offering skills progression, by recapping and developing previous skills learnt at KS3. 		<ul style="list-style-type: none"> To critically analyse the work of key and influential artists within the history of art To study art movements and how it impacted the art world Knowledge of the formal elements will be developed through key language and analysis. Discussions around concepts behind the art with a focus around our school core values, Respect, Inspire and Achieve Lessons will be taught by offering skills progression, by recapping and developing previous skills learnt at KS3. To explore creating mixed media pieces with a focus on refining application of media and paying attention to details. Observational and drawing skills will be developed building on student confidence when using a range of media. 	
Assessment Analysis	Michael Craig Martin, Bridget Riley, Possible options for independent research: Josh Bryan, Anthony Breslin, Jason Ratliff, Caroline Achaintre, Olivia Kemp, Claire Brewster, Bridget Davies, Bridget Riley, Dick Martin, Michelle Louis, Elaine Kehew, Eugene Seguy, Angie Lewin .		Fauvism, Henri Matisse, Pointillism, George Seurat, Cubism, Pablo Picasso, Contemporary Art,	
Application of media		Watercolour, colour pencil, acrylic, fine liners, graphite pencils.		
Drawing		Composition Primary source drawing Portrait drawing		
Final Piece	To produce a portrait		To produce an A3 painting	
	<ul style="list-style-type: none"> Students will study appropriate chapters from the book 'Think Like an Artist' by BBC Arts editor Will Gompertz <i>Use of Knowledge organisers</i> Writing self-assessments of work E.g. WWW and EBI Expressing own opinions through oracy workshops and written tasks 		Reading about artists studied, presenting core information, and completing <i>Comprehension tasks</i> . <i>key words explored through word searches, written and DO NOW tasks</i>	
10	Places and Spaces		Fragments	
	Component 1 Personal Portfolio 60% - Students will develop their interest and curiosity about art and design independently to produce personal portfolios for component 1.			
	Assessment AO1 - Develop - 25%	AO2 - Refine - 25%	AO3 - Record - 25%	AO4 - Present - 25%
	Students will study appropriate chapters from the book 'Think Like an Artist' by BBC Arts editor Will Gompertz. <i>Use of Knowledge organisers.</i> Writing self-assessments of work E.g. WWW and EBI. <i>key words explored through written and DO NOW tasks</i> Expressing own opinions through oracy workshops and written tasks. Reading about artists studied, presenting core information, and completing <i>Comprehension tasks</i>			
	Students will experience an introduction into GCSE Art and design which will consist of exploring the theme Places and Space. Students will develop analysis into critical thinking and be inspired to question. We will study artists to help develop our investigation process to develop outcomes. Students will be taught how to use sources to inform their own independent outcomes with a trip to our		Lessons will offer the chance for students to develop their individual expression through art to further enhance their personal portfolio. Students will be offered the opportunity to ask questions and demonstrate their skills in a variety of ways with different medias, processes, and techniques. Opportunities will be offered for students to explore and experiment further through workshops and will be encouraged to take and celebrate risks. Students will have the opportunity to visit art galleries and	



		local church, documented through photography. We will encourage students to refine outcomes and develop a desire to review and drive their own project.	local exhibitions to develop independent choices as well as record their own ideas through photography, drawing and annotation.
11	<p style="text-align: center;">Fragments</p> <p>Students will continue to develop their interests and curiosities about art and design to produce a personal portfolio for component 1. Within this project students will experience a variety of ways to create alongside painting, printing, and drawing. We have selected the word Fragments for our project to encourage our students to think outside the box when presenting outcomes. Workshops will include weaving, batik, acrylic transfers, and processes to distort and manipulate outcomes. Students will record their own ideas through photography, drawing and annotation.</p>		<p style="text-align: center;">Component 2 Personal Portfolio 40%</p> <p style="text-align: center;">Component 2 Externally Set Assignment 40% - From January until the remainder of Year 11 students will complete the externally set assignment (exam) – 40%</p> <p style="text-align: center;">Students are required to investigate and explore individual interests.</p> <p style="text-align: center;">AO1 - Develop - 25%</p> <p style="text-align: center;">AO2 - Refine - 25%</p> <p style="text-align: center;">AO3 - Record - 25%</p> <p style="text-align: center;">AO4 - Present - 25%</p>