

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>What is drawing? The elements of drawing will be broken down into lessons to enhance drawing skills.</p> <p>- Tone, Value, Line, form, Shape.</p> <p>Exploring the uses of pencil.</p> <p>Who was Van Gogh?</p> <p>Working with ink.</p> <p>Assessment: Shoe Drawing</p>	<p>Drawing throughout cultural history.</p> <p>Exploring Cave Paintings.</p> <p>Exploring Egyptian Hieroglyphs.</p> <p>Exploring African Patterns and Aboriginal Art.</p> <p>Assessment: Observational Still Life Drawing</p>	<p>How do we use Colour?</p> <p>Exploring the colour wheel.</p> <p>The elements of colour.</p> <p>An Introduction to painting.</p> <p>They will look at landscapes in the romanticist period and produce their own monochromatic landscape</p> <p>Assessment: Colour Theory Double Page (Painting skill)</p>	<p>What is painting?</p> <p>Students will be learning how to apply paint in various ways using colour.</p> <p>They will look at the work of Picasso's blue and rose period for mood.</p> <p>Hot and Cold colour.</p> <p>Assessment: Still Life Painting in the Style of Patrick Caulfield</p>	<p>Pop Art & Food Sculptures</p> <p>Exploring 3D Pop Art.</p> <p>Exploring the work of Wayne Thiebauld and Sarah Graham.</p> <p>Creating a 3D response in clay and out of found materials.</p> <p>End of Year: Clay Sculpture Set</p>	<p>Art in popular culture (Pop Art)</p> <p>Exploring Pop Art in the 1960s.</p> <p>Flash Word Collages & Roy Lichtenstein.</p> <p>Comic Books & Benday dots.</p> <p>Who was Andy Warhol? Why did he paint a can of soup?</p> <p>How does Pop Art link to advertisement?</p> <p>Assessment: Sweet Drawing in Colour</p>
	<p>Assessment 1</p>					
Year 8	<p>Organic Mechanic: Mechanical Objects</p> <p>Using various media to draw and paint mechanical and organic objects.</p> <p>Observational drawing and realism linked to futurism.</p> <p>Materials will include – Inks, Charcoal, Pens,</p> <p>Assessment: Sharpener in pencil</p>	<p>Organic Mechanic: Organic Forms</p> <p>Using media to observe 'organic' forms and styles.</p> <p>Combined nature with mechanical to create a personal design.</p> <p>Gaudi project exploring organic architecture.</p> <p>Assessment: Fruit Still Life in Oil Pastel</p>	<p>Surrealism</p> <p>Exploring surrealism with Oil pastels</p> <p>Who was Rene Magritte?</p> <p>Who was Salvador Dali?</p> <p>A 'fantastic imagery' response linking to comic book creations.</p> <p>Assessment: Artist Page on the Son of Man</p>	<p>Surrealism SFX scheme</p> <p>Students will make their own movie monster out of paper mache</p> <p>Assessment: Clay Monster Sculpture</p>	<p>Still Life through Sea Life</p> <p>The study of Still life through drawing, painting and print making.</p> <p>Shells and Sea Life will be used as a visual stimuli.</p> <p>End of Year: Pencil Drawing over Ink of a Sea Animal</p>	<p>Sculpture through Sea Life</p> <p>Students will use clay, cardboard and found materials to create their own response to "Protect the Oceans" for their end of year assessment.</p> <p>Assessment: Barbara Kruger Assemblage with Drawing</p>

Year 9	<p>History of Architecture</p> <p>Architecture through the ages</p> <p>Fine Art Architectural work through the work of Ian Murphy</p> <p>Assessment: Ian Murphy Response in Coffee and Pen drawing</p>	<p>Urban Architecture</p> <p>Architecture through street Art and looking at Artist Joshua Smith</p> <p>Assessment: Joshua smith Response in Cardboard and Paint</p> <p>Beginning of Portraiture</p>	<p>Portraiture_</p> <p>Students will study a portrait project looking at how to draw each part of the face and different styles of drawing.</p> <p>They should use the grid method to draw their own portrait.</p> <p>Assessment: Shoe Drawing</p>	<p>Graphic Novels and Anime</p> <p>Personal project exploring graphic novels as way to tell stories.</p> <p>Tim Burton will be used as well as manga and anime drawing techniques.</p> <p>Assessment: Title page for comic book in a chosen style</p>	<p>Graphic Novels and Anime</p> <p>Personal project exploring graphic novels as way to tell stories.</p> <p>Tim Burton will be used as well as manga and anime drawing techniques.</p> <p>End of Year: Students will finish by creating their own concertina book.</p>	<p>Political Art</p> <p>Exploring Political Art.</p> <p>Who is Barbara Kruger?</p> <p>Banksy and social media.</p> <p>David Hockney and the Equality Act.</p> <p>Shepard Fairy</p> <p>Hannah Hoch and Photomontage</p> <p>Assessment: Photomontage</p>
Year 10	<p>Foundation Project</p> <p>An introduction project looking at a wide range of skills.</p> <ul style="list-style-type: none"> • Still life Drawing • Photography • Graphics • Painting 	<p>Nature Project</p> <p>Focus on drawing, painting, charcoal as students look at personal Artists and cover materials.</p>	<p>Nature Project</p> <p>Continue with Artist studies, printing methods, drawing and ink.</p> <p>Portraiture focussed work.</p> <p>Painting in monochrome, painting in colour, producing a personal response.</p> <p>Personal Artists and students begin setting personal homework.</p>	<p>Personal study project: Anatomy</p> <p>Component 1: Sustained project</p> <p>AO1: Use sources to develop work.</p> <p>AO2: Experiment and refine within their project.</p> <p>AO3: Record their ideas and observations to a high degree of skill.</p> <p>AO4: Personal responses.</p>	<p>Personal study project: Anatomy</p> <p>Component 1: Sustained project</p> <p>AO1: Use sources to develop work.</p> <p>AO2: Experiment and refine within their project.</p> <p>AO3: Record their ideas and observations to a high degree of skill.</p> <p>AO4: Personal responses.</p> <p>End of Year: 5-hour timed period to produce a personal response.</p>	<p>Personal study (mock paper)</p> <p>Component 1: Sustained project</p> <p>AO1: Use sources to develop work.</p> <p>AO2: Experiment and refine within their project.</p> <p>AO3: Record their ideas and observations to a high degree of skill.</p> <p>AO4: Personal responses.</p>
Year 11	<p>Personal study.</p> <p>Component 1: Sustained project</p> <p>AO1: Use sources to develop work.</p> <p>AO2: Experiment and refine within their project.</p> <p>AO3: Record their ideas and observations to a high degree of skill.</p> <p>AO4: Personal responses.</p>	<p>Personal study including 10 hour timed period.</p> <p>Component 1: Sustained project</p> <p>AO1: Use sources to develop work.</p> <p>AO2: Experiment and refine within their project.</p> <p>AO3: Record their ideas and observations to a high degree of skill.</p> <p>AO4: Personal responses.</p> <p>10 hour timed period.</p>	<p>Externally set assignment</p> <p>Component 2:ESA</p> <p>AO1: Use sources to develop work.</p> <p>AO2: Experiment and refine within their project.</p> <p>AO3: Record their ideas and observations to a high degree of skill.</p> <p>AO4: Personal responses.</p>	<p>Externally set assignment including 10 hour timed period.</p> <p>Component 2:ESA</p> <p>AO1: Use sources to develop work.</p> <p>AO2: Experiment and refine within their project.</p> <p>AO3: Record their ideas and observations to a high degree of skill.</p> <p>AO4: Personal responses.</p> <p>10 hour timed period.</p>		