

Subject: ART AND DESIGN Year group: 7 LAND, SEA AND SKY

AUTUMN TERM		SPRING TERM		SUMMER TERM	
<p>Theme: LAND Line and tone</p> <p>Drawing: Skills, techniques and knowledge: Observational drawing, pen and ink.</p> <p>Printing: Skills, techniques and knowledge Mono-printing</p> <ul style="list-style-type: none"> • Creatures / bugs • Mushrooms • Dinosaur <p>Artists: Yayoi Kusama Ralph Steadman</p>	<p>Theme: Sky Colour and tone</p> <p>Painting: Skills, techniques and knowledge. Colour theory, harmonious colours, Watercolour, block paint, colour ink, mixed media</p> <ul style="list-style-type: none"> • 3D shapes • Birds • Leaves • Painting from still life <p>Artists: Matisse, Kate Morgan, Chico de Silva</p>	<p>Theme: LAND/ SEA/ SKY Texture, shape and form 3D construction: Skills, techniques and knowledge Card/ paper, Wire Modroc, papier mâché, clay, glaze, polyprint painting 3D Shapes using nets</p> <ul style="list-style-type: none"> • Sea life <p>Artists: Ernest Heckle, Yayoi Kusama Kenjouk Ashevak Georgia O'Keefe</p>	<p>Theme: LAND/ SEA/ SKY Texture, shape and pattern</p> <p>Textiles: Skills, techniques and knowledge. Hand stitching Applique, Plush creature Repeat pattern</p> <ul style="list-style-type: none"> • Design ana make a sea creature <p>Artists: Lucy Sparrow. Yayoi Kusama</p>	<p>Theme: LAND/ SEA/ SKY Pattern</p> <p>Mixed Media: Skills, techniques and knowledge. Landscape Composition Background, middle ground and foreground. Watercolour, different techniques, screen printings</p> <p>Artists: David Weightman, Georgia OKeefe, David Hockney</p>	<p>Theme: AIR Land</p> <p>Digital Skills, techniques and knowledge. Adobe Photoshop/ Adobe Illustrator Create shapes, pattern in illustrator. Design fonts.</p> <p>Artists: Yinka Lori</p>
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
<p>CW/ HW In class assessments, data reviews, verbal feedback weekly, written feedback fortnightly, homework set on Show My Homework Work reviews</p>	<p>CW/ HW In class assessments, data reviews, verbal feedback weekly, written feedback fortnightly, homework set on Show My Homework Work reviews</p>	<p>CW/ HW In class assessments, data reviews, verbal feedback weekly, written feedback fortnightly, homework set on Show My Homework Work reviews</p>	<p>CW/ HW In class assessments, data reviews, verbal feedback weekly, written feedback fortnightly, homework set on Show My Homework Work reviews</p>	<p>CW/ HW In class assessments, data reviews, verbal feedback weekly, written feedback fortnightly, homework set on Show My Homework Work reviews</p>	<p>CW/ HW In class assessments, data reviews, verbal feedback weekly, written feedback fortnightly, homework set on Show My Homework Work reviews</p>

Skills developed through the year:

Extra-Curricular Opportunities:

Catch-up sessions offered to students after school to expand their knowledge, understanding and enjoyment of the subject.

Subject: ART AND DESIGN

Year group: 8 OUR WORLD

Rotation 1	Rotation 2	Rotation 3	Rotation 4	Rotation 5	Rotation 6
<p>Theme: Organic matter, plants, recyclable objects Line and tone Drawing: Skills, techniques and knowledge: Observational drawing, pen and ink.</p>	<p>Theme: Map, typography and places Line and tone Print: Skills, monoprint, lino print</p>	<p>Theme: Landscape Texture, shape and form: Painting: Skills, techniques and knowledge. Colour theory, harmonious colours, watercolour, block paint, colour ink, mixed media</p>	<p>Theme: Buildings and landmarks Texture, shape and pattern 3D construction: Skills, techniques and knowledge Card/ paper Favela's 3D Shapes using nets</p>	<p>Theme: Oceans Pattern Textiles: Skills, techniques and knowledge. Hand stitching Applique, embroidery Repeat pattern. print</p>	<p>Theme: Masks/portraits Digital: Skills, techniques and knowledge. Photoshop/ illustrator</p>
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
<p>CW/ HW In class assessments, data reviews, verbal feedback weekly, written feedback fortnightly, homework set on Show My Homework Work reviews</p>	<p>CW/ HW In class assessments, data reviews, verbal feedback weekly, written feedback fortnightly, homework set on Show My Homework Work reviews</p>	<p>CW/ HW In class assessments, data reviews, verbal feedback weekly, written feedback fortnightly, homework set on Show My Homework Work reviews</p>	<p>CW/ HW In class assessments, data reviews, verbal feedback weekly, written feedback fortnightly, homework set on Show My Homework Work reviews</p>	<p>CW/ HW In class assessments, data reviews, verbal feedback weekly, written feedback fortnightly, homework set on Show My Homework Work reviews</p>	<p>CW/ HW In class assessments, data reviews, verbal feedback weekly, written feedback fortnightly, homework set on Show My Homework Work reviews</p>

Skills developed through the year:

Extra-Curricular Opportunities:

Catch-up sessions offered to students after school to expand their knowledge, understanding and enjoyment of the subject.

Subject: FINE ART Year group: 9, 10 AND 11

Autumn Term		Spring Term		Summer Term	
1 st half	2 nd Half	1 st half	1 st half	2 nd Half	1 st half
YEAR 9					
<p><u>Theme: Objects and Possessions</u></p> <p><u>Skills, techniques & knowledge:</u> RECORD: Develop observational drawings in dry media: pencil, charcoal and chalk. 3D objects. Line, tone, texture and form</p> <p><u>Analytical skills:</u> Initial research leading into a selection of 2 artists related to theme making links to their own work. Artists: e.g. Patrick Caufield and</p> <p>Assessment: Still life drawing and analysis</p>	<p><u>Theme: Objects and Possessions</u></p> <p><u>Skills, techniques & knowledge:</u> RECORD: Primary photography in response to artist. Refine observational drawing skills, using dry and wet media: graphite and pen and ink. Line tone and texture and form.</p> <p><u>Analytical skills:</u> Develop analysis and evaluation</p> <p>Artists: e.g. Assessment: drawing outcome linked to two artists</p>	<p><u>Theme: Objects and Possessions</u></p> <p><u>Skills, technique s & knowledge:</u> Introduce Painting skills, colour theory and mixing. Blending. Working on paper with watercolour and acrylic. Composition. Line tone and texture and form.</p> <p><u>Analytical skills:</u> Make basic comparisons of movements and artists</p> <p>Artists: e.g.</p> <p>Assessment: painting outcome</p>	<p><u>Theme: Objects and Possessions</u></p> <p><u>Skills, techniques & knowledge:</u> Develop Composition and Painting skills: Line tone and texture and form.</p> <p><u>Analytical skills:</u> Understand how content changes with context</p> <p>Artists: e.g.</p> <p>Assessment: Painting</p>	<p><u>Theme: Objects and Possessions</u></p> <p><u>Skills, techniques & knowledge:</u> Introduce mixed media Paint and drawing. Line tone and texture and form.</p> <p><u>Analytical skills:</u> Refine analysis and evaluation skills</p> <p>Artists: e.g.</p> <p>Assessment: Mixed media (drawing media and paint)</p>	<p><u>Theme: Objects and Possessions</u></p> <p><u>Skills, techniques & knowledge:</u> Plan an outcome inspired by artist and theme. Line tone and texture and form.</p> <p><u>Analytical skills:</u></p> <p>Artists: e.g.</p> <p>Assessment: Mixed media (Drawing media and paint must include at least two artists and evaluation</p>
YEAR 10					
<p><u>Theme: Sense of Place/ identity</u> COMPONENT 1 <u>Skills, techniques & knowledge:</u> (AO3) Theory, working from a brief to create primary drawing and photographs of</p>	<p><u>Theme: Sense of Place/ identity</u> COMPONENT 1 <u>Skills, techniques & knowledge:</u> (AO1 & AO2) Theory, working from a brief to create prints based on artist</p>	<p><u>Theme: Sense of Place/ identity</u> COMPONENT 1 <u>Skills, techniques & knowledge:</u> (AO1 & AO3) Theory, working from a brief to create prints based on artist</p>	<p><u>Theme: Sense of Place/ identity</u> COMPONENT 1 <u>Skills, techniques & knowledge:</u> (AO1 & AO3) Theory, working from a brief to create prints based on</p>	<p><u>Theme: Sense of Place/ identity</u> COMPONENT 1 <u>Skills, techniques & knowledge:</u> (AO1 & AO3) Theory, working from a brief to create prints based on</p>	<p><u>Theme: Sense of Place/ identity</u> COMPONENT 1 <u>Skills, techniques & knowledge:</u> (AO1 & AO3) Theory, working from a brief to mixed media create</p>

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Subject: GRAPHICS

Year group: 9, 10 AND 11

Autumn Term		Spring Term		Summer Term	
1 st half	2 nd Half	1 st half	1 st half	2 nd Half	1 st half
YEAR 9					
<p><u>Theme: Objects and Possessions</u></p> <p><u>Skills, techniques & knowledge:</u> RECORD: Develop observational drawings in dry media: pencil, charcoal and chalk. 3D objects. Line, tone, texture and form</p> <p><u>Analytical skills:</u> Initial research leading into a selection of 2 artists related to theme making links to their own work. Artists: e.g. Patrick Caufield and</p> <p>Assessment: Still life drawing and analysis</p>	<p><u>Theme: Objects and Possessions</u></p> <p><u>Skills, techniques & knowledge:</u> RECORD: Primary photography in response to artist. Refine observational drawing skills, using dry and wet media: graphite and pen and ink. Line tone and texture and form.</p> <p><u>Analytical skills:</u> Develop analysis and evaluation</p> <p>Artists: e.g. Assessment: drawing outcome linked to two artists</p>	<p><u>Theme: Objects and Possessions</u></p> <p><u>Skills, technique s & knowledge:</u> Introduce Painting skills, colour theory and mixing. Blending. Working on paper with watercolour and acrylic. Composition. Line tone and texture and form.</p> <p><u>Analytical skills:</u> Make basic comparisons of movements and artists</p> <p>Artists: e.g. Assessment: painting outcome</p>	<p><u>Theme: Objects and Possessions</u></p> <p><u>Skills, techniques & knowledge:</u> Develop Composition and Painting skills: Line tone and texture and form.</p> <p><u>Analytical skills:</u> Understand how content changes with context</p> <p>Artists: e.g. Assessment: Painting</p>	<p><u>Theme: Objects and Possessions</u></p> <p><u>Skills, techniques & knowledge:</u> Introduce mixed media Paint and drawing. Line tone and texture and form.</p> <p><u>Analytical skills:</u> Refine analysis and evaluation skills Artists: e.g. Assessment: Mixed media (drawing media and paint)</p>	<p><u>Theme: Objects and Possessions</u></p> <p><u>Skills, techniques & knowledge:</u> Plan an outcome inspired by artist and theme. Line tone and texture and form.</p> <p><u>Analytical skills:</u></p> <p>Artists: e.g. Assessment: Mixed media (Drawing media and paint must include at least two artists and evaluation</p>

YEAR 10

<p>Theme: Sense of Place/ identity COMPONENT 1 <u>Skills, techniques & knowledge:</u> (AO3) Theory, working from a brief to create primary drawing and photographs of architecture and places visited from primary sources connected to identity (ALD trip to V&A and Science Museum to support) <u>Analytical skills:</u> Initial research Leading into a selection of 2 artists related to theme making links to their own work.</p>	<p>Theme: Sense of Place/ identity COMPONENT 1 <u>Skills, techniques & knowledge:</u> (AO1 & AO2) Theory, working from a brief to create prints based on artist research and primary recording. Explore basic print methods: frottage, stencil <u>Analytical skills:</u> Comparison Initial research Leading into a selection of 2 artists related to theme making links to their own work. Develop and refine analysis and evaluation</p>	<p>Theme: Sense of Place/ identity COMPONENT 1 <u>Skills, techniques & knowledge:</u> (AO1 & AO3) Theory, working from a brief to create prints based on artist research and primary recording. Explore print methods: monoprint poly-block print and lino <u>Analytical skills:</u> Comparison Initial research Leading into a selection of 2 artists related to theme making links to their own work. Develop and refine analysis and evaluation</p>	<p>Theme: Sense of Place/ identity COMPONENT 1 <u>Skills, techniques & knowledge:</u> (AO1 & AO3) Theory, working from a brief to create prints based on artist research and primary recording. Explore print methods: Screen printing <u>Analytical skills:</u> Comparison Initial research Leading into a selection of 2 artists related to theme making links to their own work. Artist research and response. Students explore work from artist and designers. (AO1)</p>	<p>Theme: Sense of Place/ identity COMPONENT 1 <u>Skills, techniques & knowledge:</u> (AO1 & AO3) Theory, working from a brief to create prints based on artist research and primary recording. Explore print methods: Intaglio and others forms of printing covered <u>Analytical skills:</u> Comparison Initial research Leading into a selection of 2 artists related to theme making links to their own work. Artist research and response. Students explore work from artist and designers. (AO1)</p>	<p>Theme: Sense of Place/ identity COMPONENT 1 <u>Skills, techniques & knowledge:</u> (AO1 & AO3) Theory, working from a brief to mixed media create prints based on artist research and primary recording. Create outcome using different forms of printing and <u>Analytical skills:</u> Comparison Initial research Leading into a selection of 2 artists related to theme making links to their own work. Artist research and response. Students explore work from artist and designers. (AO1)</p>

YEAR 11

<p>Theme: continuation and refinement of Units developing artists independently COMPONENT 1 <u>Skills, techniques & knowledge:</u></p>	<p>Theme: continuation and refinement of Units developing artists independently COMPONENT 1 <u>Skills, techniques & knowledge:</u></p>	<p>Theme: Externally Set Assignment (ESA) COMPONENT 2 Exam boards release paper January 1st <u>Skills, techniques & knowledge:</u></p>	<p>Theme: Externally Set Assignment (ESA) COMPONENT 2 <u>Skills, techniques & knowledge:</u> Students create a range of record boards, experimental boards artist boards and</p>	<p>Theme: Externally Set Assignment (ESA) COMPONENT 2 <u>Skills, techniques & knowledge:</u> Create meaningful out for project in 10-hour art examination</p>	<p>Complete (ESA) COMPONENT 2</p>
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Present, mount, annotate, review. Refine & plan Collate component 1. Students create design ideas and final designs. (AO2, AO4) Some create mini-ESA projects using old GCSE paper given to practice method for ESA	Create an outcome printing, drawing and painting based on theme during 5 hr MOCK. <u>Submit COMPONENT 1 (60%).</u> Some create mini-ESA projects using old GCSE paper given to practice method for ESA.	Students create a range of record boards, experimental boards artist boards and design an outcome for the exam. Student to explore the ESA using techniques already covered. Students create a range of record boards, experimental boards artist boards and design an outcome for the exam	design an outcome for the exam. Student to explore the ESA using techniques already covered. Students create a range of record boards, experimental boards artist boards and design an outcome for the exam	Student to explore the ESA using techniques already covered. Students create a range of record boards, experimental boards artist boards and design an outcome for the exam	
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Subject: TEXTILES Year group: 9, 10 AND 11

Autumn Term		Spring Term		Summer Term	
1 st half	2 nd Half	1 st half	1 st half	2 nd Half	1 st half
YEAR 9					
<u>Theme: Line</u> <u>Skills, techniques & knowledge:</u> Paper and Fabric Weave – Student to explore the	<u>Theme: Shape (Geometric)</u> <u>Skills, techniques & knowledge:</u> Heat transfer samples	<u>Theme: Shape (Organic shape)</u> <u>Skills, techniques & knowledge:</u>	<u>Theme: Shape & Line</u> <u>Cushion outcome</u> <u>Skills, techniques & knowledge:</u> Create mini outcome	<u>Theme: Colour & Pattern</u> <u>Skills, techniques & knowledge:</u> _Pattern & Colour	<u>Theme: Tie dye Bucket Hats</u> <u>Skills, techniques & knowledge:</u> Topic: Bucket hats

feedback fortnightly, homework set on Show My Homework Work reviews	feedback fortnightly, homework set on Show My Homework Work reviews	feedback fortnightly, homework set on Show My Homework Work reviews	feedback fortnightly, homework set on Show My Homework Work reviews	feedback fortnightly, homework set on Show My Homework Work reviews	feedback fortnightly, homework set on Show My Homework Work reviews
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Subject: UNENDORSED Year group: 9, 10 AND 11

Autumn Term		Spring Term		Summer Term	
1 st half	2 nd Half	1 st half	1 st half	2 nd Half	1 st half
YEAR 9					
<p>Theme: STRUCTURE <u>Skills, techniques & knowledge:</u> RECORD: Develop observational drawings in dry media: pencil, charcoal and chalk. 3D objects. Line, tone, texture and form <u>Analytical skills:</u> Initial research Leading into a selection of 2 artists related to theme making links to their own work.</p>	<p>Theme: STRUCTURE <u>Skills, techniques & knowledge:</u> RECORD: Develop observational drawings in dry media: pencil, charcoal and chalk. 3D objects. Line, tone, texture and form <u>Analytical skills:</u> Initial research Leading into a selection of 2 artists related to theme making links to their own work.</p>	<p><u>Skills, techniques & knowledge:</u> Introduce Painting skills, colour theory and mixing. Blending. Working on paper with watercolour and acrylic. Composition. Line tone and texture and form. <u>Analytical skills:</u> Make basic comparisons of movements and artists</p>	<p><u>Skills, techniques & knowledge:</u> Develop Composition and Painting skills: Line tone and texture and form. <u>Analytical skills:</u> Understand how content changes with context</p>	<p><u>Skills, techniques & knowledge:</u> Introduce mixed media Paint and drawing. Line tone and texture and form. <u>Analytical skills:</u> Refine analysis and evaluation skills</p>	<p><u>Skills, techniques & knowledge:</u> Introduce mixed media Paint and drawing. Line tone and texture and form. <u>Analytical skills:</u> Refine analysis and evaluation skills</p>
YEAR 10					
<p>Theme: Sense of Place/ identity COMPONENT 1 <u>Skills, techniques & knowledge:</u> (AO3) Theory, working from a brief to create primary</p>	<p>Theme: Sense of Place/ identity COMPONENT 1 <u>Skills, techniques & knowledge:</u> (AO1 & AO2) Theory, working from a brief to</p>	<p>Theme: Sense of Place/ identity COMPONENT 1 <u>Skills, techniques & knowledge:</u> (AO1 & AO3) Theory, working from a brief to</p>	<p>Theme: Sense of Place/ identity COMPONENT 1 <u>Skills, techniques & knowledge:</u> (AO1 & AO3)</p>	<p>Theme: Sense of Place/ identity COMPONENT 1 <u>Skills, techniques & knowledge:</u> (AO1 & AO3)</p>	<p>Theme: Sense of Place/ identity COMPONENT 1 <u>Skills, techniques & knowledge:</u> (AO1 & AO3)</p>

<p>drawing and photographs of architecture and places visited from primary sources connected to identity (ALD trip to V&A and Science Museum to support)</p> <p><u>Analytical skills:</u> Initial research Leading into a selection of 2 artists related to theme making links to their own work.</p>	<p>create prints based on artist research and primary recording. Explore basic print methods: frottage, stencil</p> <p><u>Analytical skills:</u> <u>Comparison</u> Initial research Leading into a selection of 2 artists related to theme making links to their own work. Develop and refine analysis and evaluation</p>	<p>create prints based on artist research and primary recording. Explore print methods: monoprint poly-block print and lino</p> <p><u>Analytical skills:</u> <u>Comparison</u> Initial research Leading into a selection of 2 artists related to theme making links to their own work. Develop and refine analysis and evaluation</p>	<p>Theory, working from a brief to create prints based on artist research and primary recording. Explore print methods: Screen printing</p> <p><u>Analytical skills:</u> <u>Comparison</u> Initial research Leading into a selection of 2 artists related to theme making links to their own work. Artist research and response. Students explore work from artist and designers. <u>(AO1)</u></p>	<p>Theory, working from a brief to create prints based on artist research and primary recording. Explore print methods: Intaglio and others forms of printing covered</p> <p><u>Analytical skills:</u> <u>Comparison</u> Initial research Leading into a selection of 2 artists related to theme making links to their own work. Artist research and response. Students explore work from artist and designers. <u>(AO1)</u></p>	<p>Theory, working from a brief to mixed media create prints based on artist research and primary recording. Create outcome using different forms of printing and</p> <p><u>Analytical skills:</u> <u>Comparison</u> Initial research Leading into a selection of 2 artists related to theme making links to their own work. Artist research and response. Students explore work from artist and designers. <u>(AO1)</u></p>
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YEAR 11

<p><i>Theme: continuation and refinement of Units developing artists independently</i> <u>COMPONENT 1</u> <u>Skills, techniques & knowledge:</u> Present, mount, annotate, review. Refine & plan Collate component 1. Students create design ideas and final designs. <u>(AO2, AO4)</u> Some create mini-ESA projects using old GCSE paper given to practice method for ESA</p>	<p><i>Theme: continuation and refinement of Units developing artists independently</i> <u>COMPONENT 1</u> <u>Skills, techniques & knowledge:</u> Create an outcome printing, drawing and painting based on theme during 5 hr MOCK. <u>Submit COMPONENT 1 (60%).</u> Some create mini-ESA projects using old GCSE paper given to practice method for ESA.</p>	<p><i>Theme: Externally Set Assignment (ESA)</i> <u>COMPONENT 2</u> Exam boards release paper January 1st <u>Skills, techniques & knowledge:</u> Students create a range of record boards, experimental boards artist boards and design an outcome for the exam. Student to explore the ESA using techniques already covered. Students create a range of record boards, experimental boards artist boards and design an outcome for the exam</p>	<p><i>Theme: Externally Set Assignment (ESA)</i> <u>COMPONENT 2</u> <u>Skills, techniques & knowledge:</u> Students create a range of record boards, experimental boards artist boards and design an outcome for the exam. Student to explore the ESA using techniques already covered. Students create a range of record boards, experimental boards artist boards and design an outcome for the exam</p>	<p><i>Theme: Externally Set Assignment (ESA)</i> <u>COMPONENT 2</u> <u>Skills, techniques & knowledge:</u> Create meaningful out for project in 10-hour art examination Student to explore the ESA using techniques already covered. Students create a range of record boards, experimental boards artist boards and design an outcome for the exam</p>	<p>Complete (ESA) <u>COMPONENT 2</u></p>
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