

## ART

|               | AUTUMN TERM 1   | AUTUMN TERM 2   | SPRING TERM 1   | SPRING TERM 2   | SUMMER TERM 1   | SUMMER TERM 2   |
|---------------|---|---|---|---|---|---|
|               | Topics  | Topics  | Topics  | Topics  | Topics  | Topics  |
| <b>YEAR 7</b> | <p>Drawing styles.</p> <p>Students are exposed to a wide range of drawing processes and techniques. The fundamentals of art are emphasised to ensure that all students have the same baseline knowledge before moving on.</p>   | <p>Drawing styles.</p> <p>Students are exposed to a wide range of drawing processes and techniques. The fundamentals of art are emphasised to ensure that all students have the same baseline knowledge before moving on.</p>   | <p>Portraiture.</p> <p>Formal drawing techniques and the exploration of the work of recognized artists lead students to develop both 2 and 3 dimensional work based on portraiture.</p>   | <p>Portraiture.</p> <p>Formal drawing techniques and the exploration of the work of recognized artists lead students to develop both 2 and 3 dimensional work based on portraiture.</p>   | <p>Colour theory.</p> <p>Prior knowledge of colour theory is expanded upon and students develop colour related work through consideration of the work of recognized artists.</p>  | <p>Colour theory.</p> <p>Prior knowledge of colour theory is expanded upon and students develop colour related work through consideration of the work of recognized artists..</p>   |
| <b>YEAR 8</b> | <p>Architecture.</p> <p>Development of formal perspective drawing techniques, consideration of the links between art skills and careers such as architecture. Consideration of the work of architects and of artists who have been influenced by architecture. Development of original artwork with clear links to space and solid.</p> | <p>Architecture.</p> <p>Development of formal perspective drawing techniques, consideration of the links between art skills and careers such as architecture. Consideration of the work of architects and of artists who have been influenced by architecture. Development of original artwork with clear links to space and solid.</p> | <p>Figure drawing and sculpture.</p> <p>Formal drawing techniques continue to be expanded upon, leading to consideration of the work of relevant recognized artists and the subsequent development of original figure based artwork in both 2 and 3 dimensions.</p> | <p>Figure drawing and sculpture.</p> <p>Formal drawing techniques continue to be expanded upon, leading to consideration of the work of relevant recognized artists and the subsequent development of original figure based artwork in both 2 and 3 dimensions.</p> | <p>Colour theory through cultures</p> <p>Further development of colour theory and compositional development through the exploration of the use of colour in the artwork of different cultures. Leading to the development of colour and pattern based outcomes.</p> | <p>Colour theory through cultures</p> <p>Further development of colour theory and compositional development through the exploration of the use of colour in the artwork of different cultures. Leading to the development of colour and pattern based outcomes.</p> |
| <b>YEAR 9</b> | <p>Masks</p> <p>Extensive media experimentation and risk taking using the design and production of masks as a vehicle for the development of artwork. The work of recognized artists and masks from a wide range of cultures and</p>  | <p>Masks</p> <p>Extensive media experimentation and risk taking using the design and production of masks as a vehicle for the development of artwork. The work of recognized artists and masks from a wide range of cultures and</p>  | <p>Links to other subjects and careers.</p> <p>Direct links between art and other subjects / careers are explored. This includes science and medicine, architecture and other design fields, film and TV, theatre and the general entertainment</p>                 | <p>Links to other subjects and careers.</p> <p>Direct links between art and other subjects / careers are explored. This includes science and medicine, architecture and other design fields, film and TV, theatre and the general entertainment</p>                 | <p>Environmentalism</p> <p>A focus on global issues relating to environmental decline. Particular environmental issues discussed (such as plastic waste in the oceans). Also, the work of artists championing environmental causes</p>                              | <p>Environmentalism</p> <p>A focus on global issues relating to environmental decline. Particular environmental issues discussed (such as plastic waste in the oceans). Also, the work of artists championing environmental causes</p>                              |

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|         | <p>situations (including popular culture, film, theatre and TV) is studied to inform work development. Disciplines including drawing, painting, claywork and papier mache work are incorporated. Greater emphasis is placed on independent decision making during this project and subsequent projects during Yr 9</p>  | <p>situations (including popular culture, film, theatre and TV) is studied to inform work development. Disciplines including drawing, painting, claywork and papier mache work are incorporated. Greater emphasis is placed on independent decision making during this project and subsequent projects during Yr 9</p> | <p>industry. Students explore working methods relating to this and consider their future career paths.</p> | <p>industry. Students explore working methods relating to this and consider their future career paths.</p> | <p>introduced and explored. Self-reflection is encouraged and students are challenged to develop work that is truly independent and personal to them, utilising materials such as plastic packaging to develop either 2 or 3-dimensional work that makes a statement about environmental issues. Schemes during Yr 9 focus on preparing students for working in a more independent manner irrespective of the choices that they make for GCSE years.</p> | <p>introduced and explored. Self-reflection is encouraged and students are challenged to develop work that is truly independent and personal to them, utilising materials such as plastic packaging to develop either 2 or 3-dimensional work that makes a statement about environmental issues. Schemes during Yr 9 focus on preparing students for working in a more independent manner irrespective of the choices that they make for GCSE years.</p> |
| YEAR 10 | <p>The GCSE course follows AQA GCSE Fine Art. The course builds on previous knowledge gathered during KS3. Students are encouraged to work in a progressively more independent manner. The start of the course is structured to lead students through workshops and tasks that expand on knowledge and skills and also link directly to the four Assessment Objectives. Students are introduced to as wide a range of processes and techniques as possible, including painting, drawing, photography and video, mixed media, 3D, printing and conceptual. This is to ensure that individual preferences and skills are tapped into and therefore students develop work that is pertinent to them. Through Component 1, students develop an extended project based on the theme of “Natural Forms”. Work develops through structured workshops before student take ownership and progress work in a direction of their choosing. From January of Yr11 students then develop work for Component 2. They choose a starting point from themes set by AQA during this phase. Throughout the course teachers support students in the development of their work through constructive dialogue and advice rather than instruction. Throughout the course students are introduced to the work of artists, designers and crafts people and potential further education and careers are discussed.</p> <p>The following elements run through the whole course and run parallel to each other as work develops.</p> <p><b>Element 1 – Drawing skills Students will be shown a range of observational drawing techniques</b></p> <p><b>Element 2 – Artist analysis</b></p> |  |  |  |  | <p>Component 1 continues with a shorter project. Students are encouraged to choose their own theme and take ownership from the very start. Work is developed in line with the four Assessment Objectives. The previously mentioned elements are explored during this project also.</p>   |

**Students will be shown how to analyse and interpret the work of recognised artists and designers.**

Element 3 – Media experimentation

**This stage will be visited frequently whilst students develop their observational drawing skills and respond to the work of recognised artists and designers. At regular intervals students should be introduced to new working methods. This will have started through the observational drawing stage and will continue throughout the course.**

**Element 4 – Idea development**

**Students will be shown how to develop ideas from the disparate parts of their work. They will be shown how to make links between different elements and make informed choices in order to refine ideas. The development of ideas will be seen running throughout the portfolio of work and will culminate in a final outcome or outcomes.**

**Element 5 – Annotation**

**Throughout the course students will be shown how to annotate intelligently to add a further layer of information and evidence of understanding.**

**Element 6 – Presentation**

**Students will be shown how to present work effectively.**

**Element 7 – Review**

**Students will be taught how to constantly review and analyse their performance.**

Course structure

Component 1 (60% of overall mark – Natural Forms extended project, Metamorphosis short project, other unrelated workshop outcomes)

Component 2 (40% of overall mark – themes set by AQA)

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| <b>YEAR 11</b> | <p>Component 1 continues with a shorter project entitled. During this project students are encouraged to take ownership from the very start. Work is developed in line with the four Assessment Objectives. The previously mentioned “elements are explored during this project also.</p>  | <p>From January of Yr11 students then develop work for Component 2. They choose a starting point from themes set by AQA during this phase. The previously mentioned “elements are explored during this stage also.</p>   |  |
| <b>YEAR 12</b> | <p>The A level course follows AQA A level Fine Art. The course builds on previous knowledge gathered during KS4.</p> <p>Introductory scheme based on theme of Growth and Decay. This phase runs from September until January and takes the form of introductory workshop sessions and general development of skills. Work produced during this phase does not contribute to the final mark.</p> <p>As many students join the course from other schools, the start of the course focusses on ascertaining student skill level and previous knowledge. Workshop sessions are then employed to not only fill gaps in knowledge but further develop previous skill sets.</p> | <p>Component 1 starts in January of Year 12. This is a personal investigation and students have freedom to choose any theme to explore through their work. The development of Component 1 is scaffolded initially through generic homework and class activities before students take full ownership and progress their work in their own unique manner supported by the teachers. Component 1 is completed by the end of January of Year 13.</p> |  |
| <b>YEAR 13</b> | <p>Component 1 starts in January of Year 12. This is a personal investigation and students have freedom to choose any theme to explore through their work. The development of Component 1 is scaffolded initially through generic homework and class activities before students take full ownership and progress their work in their own unique manner supported by the teachers. Component 1 is completed by the end of January of Year 13.</p>   | <p>From February of Year 13 students develop Component 2. They choose a starting point from themes set by AQA during this phase. The Component culminates in 15 hours of exam time to produce a final outcome. This generally occurs towards the end of April.</p>   |  |