



		Autumn Term		Spring Term		Summer Term	
		1	2	1	2	1	2
<p>Lower school - Years 7 - 9</p> <p>Aims/Objectives</p> <p>Pupils will develop their creativity and imagination through sustained activities. These will help them to build on and improve their practical and critical skills and extend their knowledge and experience of materials, processes and practices. They will be able to engage confidently with art, craft and design and become more independent in using the visual language to communicate their own ideas, feelings and meanings. Key Concepts, Creativity, Competence, Cultural Understanding and Critical Understanding.</p>							
<p>Year 7</p>	<p>Themes and Topics covered Aquatics</p> <p>Baseline Drawing test</p> <p>Exploring the Formal Elements: Recording from Observation Working within the sketchbook investigating, Line, Tone, Pattern, Texture and Colour.</p> <p>Record patterns in nature through black and white observational drawings – look at fruit, shells and students own found objects. Use a selection of different media and mark making, fine-liner, watercolour, use warm/cool coloured pencils/media. Draw outside where possible – use trees/leaves outside art room.</p>	<p>Recording from observation and secondary resources. Working within the sketchbook investigating, Line, Tone, Pattern, Texture, Colour and artists.</p> <p>Create a mind-map and collage based on maritime and fish. Power point Maritime. Students to research and explore maritime/ tropical fish and natural forms living in oceans and rivers. Complete a series of drawings from primary and secondary source research exploring formal elements.</p>	<p>Baseline test</p> <p>Recording from observation and secondary resources.</p> <p>Working within the sketchbook investigating, Line, Tone, Pattern, Texture, Colour and artists.</p>	<p>Recording from observation and secondary resources. Working within the sketchbook investigating, Line, Tone, Pattern, Texture, Colour and artists.</p>	<p>Baseline test</p> <p>Recording from observation and secondary resources. Working within the sketchbook investigating, Line, Tone, Pattern, Texture, Colour and artists.</p> <p>Create a final piece. Write an evaluation.</p>	<p>Possible Final outcomes:</p> <ol style="list-style-type: none"> 1. A painting based on maritime fish and underwater creatures 2. Matisse poster paper coupes (paper cutouts) 3. 3D relief/paper mache, maritime fish or underwater creature focusing on pattern, colour and texture. <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the formal elements. 2. Drawing, design and creativity. 3. Demonstrate an understanding of codes and conventions and show how these are used to represent ideas, beliefs, and valued in work of art, craft and design. 4. Manipulate a range of materials to achieve a set task. 5. Ability to compose final piece with a complex range of elements. <p>Accomplished final piece.</p>	



<p>Year 8</p>	<p>Architecture Baseline Drawing test</p> <p>Exploring the Formal Elements: Recording from Observation Working within the sketchbook investigating, Line, Tone, Pattern, Texture, Perspective and Colour.</p> <p>Create a mind map exploring the term architecture. Research and explore architecture/design and culture. Explore perspective – interior and exterior.</p>	<p>Complete an artist study of Gaudi's work.</p> <p>Use Gaudi's work as a source of inspiration for 3D design work.</p>	<p>Baseline test</p> <p>Draw a room using perspective.</p> <p>Find a famous building and complete a detailed drawing of this.</p>	<p>Pupils to develop their own ideas within the theme of Architecture..</p>	<p>Baseline test</p> <p>Create a final piece. Write an evaluation.</p>	<p>Possible final outcomes:</p> <ul style="list-style-type: none"> • 2D painting exploring Architecture • 3D Model inspired by Gaudi <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the formal elements. 2. Drawing, design and creativity. 3. Demonstrate an understanding of codes and conventions and show how these are used to represent ideas, beliefs, and values in work of art, craft and design. 4. Manipulate a range of materials to achieve a set task. 5. Ability to compose final piece with a complex range of elements. <p>Accomplished final piece.</p>
<p>Year 9</p>	<p>Identity Baseline Drawing test</p> <p>Exploring the Formal Elements: Recording from Observation Working within the sketchbook investigating, Line, Tone, Pattern, Texture, Perspective, Proportion and Colour.</p> <p>Create a mind map exploring identity, pupils then to use it as a title page within sketchbooks.</p>	<p>Complete artist research that demonstrates a good sense of identity. Illustrations and facts required and the reasons for your choice? To be completed in sketchbook.</p>	<p>Baseline test</p> <p>Recording from observation and secondary resources.</p> <p>Working within the sketchbook investigating, Line, Tone, Pattern, Texture, Colour and artists.</p>	<p>Recording from observation and secondary resources. Working within the sketchbook investigating, Line, Tone, Pattern, Texture, Colour and artists.</p> <p>Pupils to develop their own ideas within the theme of identity.</p>	<p>Baseline test</p> <p>Create a final piece. Write an evaluation.</p>	<p>Possible final outcomes:</p> <ul style="list-style-type: none"> • Printing • Identity Painting <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the formal elements. 2. Drawing, design and creativity. 3. Demonstrate an understanding of codes and conventions and show how these are used to represent ideas, beliefs, and values in work of art, craft and design. 4. Manipulate a range of materials to achieve a set task. 5. Ability to compose final piece with a complex range of elements. <p>Accomplished final piece.</p>



<p>Aims/Objectives GCSE - Y10 & 11</p> <p>Pupils will develop their creativity and imagination through sustained activities. These will help them to build on, improve their practical and critical skills, and extend their knowledge and experience of materials, processes and practices. They will be able to engage confidently with art, craft and design and become more independent in using the visual language to communicate their own ideas, feelings and meanings.</p>						
<p>Year 10</p>	<p>Fine Art Structure Teacher led workshops exploring materials and teaching pupils to display work appropriately into sketchbooks. Gallery Visit</p>	<p>Artist/designer research and pupil response.</p>	<p>Idea development</p>	<p>Material experimentation and further development.</p>	<p>Y10 5 hour Mock</p>	<p>Create a final piece. Write an evaluation.</p>
	<p>Graphics Typography/Letters Teacher led workshops exploring materials and teaching pupils to display work appropriately into sketchbooks.</p>	<p>Artist/designer research and pupil response.</p>	<p>Idea development</p>	<p>Material experimentation and further development.</p>	<p>Y10 5 hour Mock</p>	<p>Create a final piece. Write an evaluation.</p>
	<p>Textiles Natural Forms Teacher led workshops exploring materials and teaching pupils to display work appropriately into sketchbooks. Textiles Visit</p>	<p>Artist/designer research and pupil response.</p>	<p>Idea development</p>	<p>Material experimentation and further development.</p>	<p>Y10 5 hour Mock</p>	<p>Create a final piece. Write an evaluation.</p>
	<p>Photography Identity Teacher led workshops exploring materials and teaching pupils to display work appropriately into sketchbooks.</p>	<p>Artist/designer research and pupil response.</p>	<p>Idea development</p>	<p>Material experimentation and further development.</p>	<p>Y10 5 hour Mock</p>	<p>Create a final piece. Write an evaluation.</p>



Year 11	<p>Fine Art African Art 2D/3D</p> <p>SOW issued to pupils.</p> <p>Gallery Visit</p>	<p>Create a final piece. Write an evaluation.</p> <p>Coursework deadline is the end of December.</p>	Real exam papers issued to pupils.	10 hour mock exam.	<p>10 hour real exam. Create a final piece. Write an evaluation.</p> <p>Celebration exhibition in the school foyer.</p> <p>Grades submitted to the exam board AQA 31st May.</p>	Pupils to use lesson time to revise for other subjects.
	<p>Graphics Packaging</p>	<p>Create a final piece. Write an evaluation.</p> <p>Coursework deadline is the end of December.</p>	Real exam papers issued to pupils.	10 hour mock exam.	<p>10 hour real exam. Create a final piece. Write an evaluation.</p> <p>Celebration exhibition in the school foyer.</p> <p>Grades submitted to the exam board AQA 31st May.</p>	Pupils to use lesson time to revise for other subjects.
	<p>Textiles Surfaces and Textures</p>	<p>Create a final piece. Write an evaluation.</p> <p>Coursework deadline is the end of December.</p>	Real exam papers issued to pupils.	10 hour mock exam.	<p>10 hour real exam. Create a final piece. Write an evaluation.</p> <p>Celebration exhibition in the school foyer.</p> <p>Grades submitted to the exam board AQA 31st May.</p>	Pupils to use lesson time to revise for other subjects.



	<p>Photography Double Exposure</p>	<p>Create a final piece. Write an evaluation.</p> <p>Coursework deadline is the end of December.</p>	<p>Real exam papers issued to pupils.</p>	<p>10 hour mock exam.</p>	<p>10 hour real exam. Create a final piece. Write an evaluation.</p> <p>Celebration exhibition in the school foyer.</p> <p>Grades submitted to the exam board AQA 31st May.</p>	<p>Pupils to use lesson time to revise for other subjects.</p>
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