









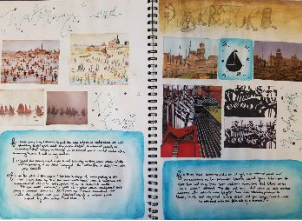







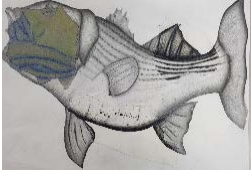












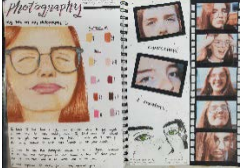






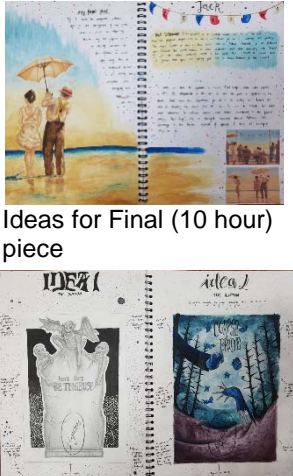

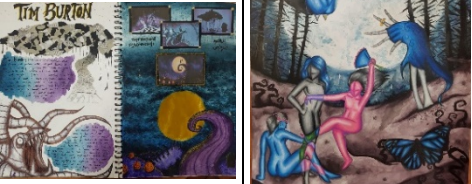
• YEAR GROUP OVERVIEW

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Introduction to Art		Underwater			
	Colour					
	<ul style="list-style-type: none"> Observational drawing Primary, Secondary and Tertiary colour Collage 	<ul style="list-style-type: none"> Paul Klee Colour, Tint, Tone, Shade Hue Paint 	<ul style="list-style-type: none"> Sea life title page presentation Galleon 	<ul style="list-style-type: none"> Shell Observation Depth of tone 	<ul style="list-style-type: none"> Georges Seurat Critical study Pointillism 'Bathers at Asnières' Pen and Paint 	<ul style="list-style-type: none"> Visual language Sea Horse interpretation
	Colour Theory					
	<ul style="list-style-type: none"> The Colour wheel Hot and Cold colours 	<ul style="list-style-type: none"> Autumn leaves Paul Klee 'Senecio' and 'Parc Bei Lu' 	<ul style="list-style-type: none"> Typography Sea creature 	<ul style="list-style-type: none"> Crab, Lobster and Fish head Observation Ink, colour wash Mark-making 	<ul style="list-style-type: none"> Zentangle Wave and Shell 	<ul style="list-style-type: none"> Mixed media
	Geometric drawing					
	<ul style="list-style-type: none"> 3 dimensional shape Presentation of cube, cone sphere 	<ul style="list-style-type: none"> Cross hatching Blending Stippling Shading 	<ul style="list-style-type: none"> Underwater scene 	<ul style="list-style-type: none"> Close up drawing development: Fish scales Mixed media 	<ul style="list-style-type: none"> Exploration of line and pattern Interlocking, intricate design work 	<ul style="list-style-type: none"> Observational drawing









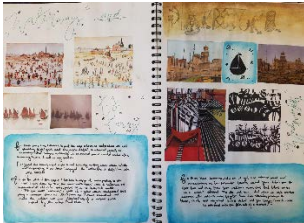


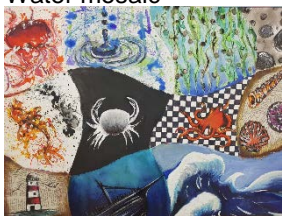


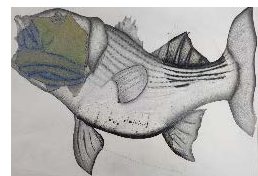






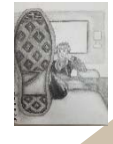




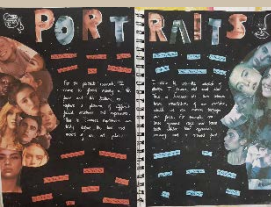




	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 8	Title page / word image association	Landscape	Pop Art			
	<ul style="list-style-type: none"> Letter illustration using initials and connected imagery The illustrator Mike Wilks 	<ul style="list-style-type: none"> Stylistic quality of Landscapes: Windmill, Sunset Content Form Process Mood Water colour painting Block colour painting Extending a painting from a small starting point – painting skills focus Tree silhouette with a focus of grid drawing, layout and presentation – oil crayon technique 	<ul style="list-style-type: none"> Pop Art movement Pop Art style Key Artists Everyday objects Cartoon / animation Graffiti Explosion word Montage / mixed media Roy Lichtenstein ‘Screaming girl’ Creative drawing Pop Art drawing from a still life - Extend, design, imagine Caricature 3D pop art object (trainer design) Observation of still life 			
	Landscape					
	<ul style="list-style-type: none"> Define Landscape Perspective Subject specific terminology Gradient painting hot and cold colour Colour mixing Colour, Tint, Tone, Shade, Hue 					

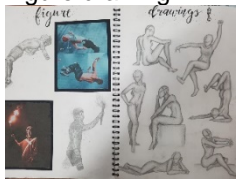






	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	Keith Haring		Antoni Gaudi		Natural forms	
	<ul style="list-style-type: none"> • The study of the artist Keith Haring • Graphic design work - lettering • Relevant media used to depict the Keith haring figures: coloured pencil tone image • Painted background with figures drawn in black fine line • Positive and negative images in 2 colours • Coloured pencil on black paper • Oil crayon • Write up of facts and opinions • Personalised development of figurative compositions 		<ul style="list-style-type: none"> • The study of the artist Antoni Gaudi • Develop drawings based on the work of Antoni Gaudi: Exploration • Technique – observation, pencil outline, shading, fine pen detail • Demonstrate competent critical investigation and understanding of Gaudi’s work and ideas to inform your own work • Apply a range of creative and technical skills and some experimentation to develop and refine work • Record and use clear observations to influence ideas • Demonstrate use of visual language, technique, media and contexts to realise personal ideas in your sketchbook 		<ul style="list-style-type: none"> • Research page/Mood board, images of natural forms • The study of the artist Ernst Haeckel, looking specifically at pattern and form • Technique – observation, line, tone and pen drawing – Seed pods • Observational Drawing – botanical drawings vegetables, colour studies, pen, pencil, paint • Textures – Fish Scales, pattern – Pen, resist techniques • The study of the artist Charles Rennie Mackintosh and his geometric styles – Art Nouveau styles • Development of ideas – Realisation of design ideas – Final Piece 	

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	Water	Water	Water	Portraits and Figures	Portraits and Figures	Portraits and Figures
	<p>Pattern Tap  </p> <p>Toothbrush </p> <p>Water refraction  </p> <p>Jelly fish  </p> <p>Monotone Fish / Surreal Water Eye  </p> <p>Typography Water </p> <p>Waterways and harbours </p>	<p>Extended Water Exploration  </p> <p>Escher </p> <p>Water mosaic </p> <p>Water research (artist Studies) </p>	<p>David Hockney  </p> <p>Fish assessment </p> <p>FANTASY FISH </p> <p>Mixed media and final piece </p>	<p>Mark – making Faces / charcoal ink / line Zentangle </p> <p>Figure angles and foreshortening  </p> <p>Peter  </p>	<p>Exploration of artistic styles </p> <p>Animal </p> <p>Personalised research </p> <p>Final piece / Assessment  </p>	<p>Expression and Photography </p> <p>Artist link </p> <p>PENCIL YUE MINJUN  </p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 11	Mock Exam Over-lapping Figures  <p>Figure drawing</p> <p>Overlap figures in colour</p>	Mock Exam Over-lapping Figures  <p>Artist 2</p> <p>Ideas for Final (10 hour) piece</p>	Externally Set Task Component 2 <p>Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.</p> <p><u>How it's assessed</u></p> <p>Preparatory period followed by 10 hours of supervised time</p> <p>96 marks 40% of GCSE</p>	Externally Set Task Component 2 <p>Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.</p> <p><u>How it's assessed</u></p> <p>Preparatory period followed by 10 hours of supervised time</p> <p>96 marks 40% of GCSE</p>	Externally Set Task Component 2 <p>Hand in all preparation work. Commence 10 hours of supervised examination time.</p> <p>Hand in Component 2: Course work portfolio</p>	
	<p>Hands</p>  <p>Leonardo Da Vinci</p> <p>Hands</p> <p>Artist 1</p>  <p>TIM BURTON</p> <p>CORPSE BRIDE</p> <p>Final piece</p>					

YEAR GROUP OVERVIEW

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	<p>Pattern Tap</p>   <p>Toothbrush</p>  <p>Water refraction</p>  <p>Jelly fish</p>   <p>Monotone Fish / Surreal Water Eye</p>  <p>Typography Water</p>  <p>Waterways and harbours</p> 	<p>Extended Water Exploration</p>  <p>Escher</p>  <p>Water mosaic</p>  <p>Water research (artist Studies)</p> 	<p>David Hockney</p>  <p>Fish assessment</p>  <p>FANTASY FISH</p>  <p>Mixed media and final piece</p> 	<p>Mark – making Faces / charcoal ink / line Zentangle</p>    <p>Figure angles and foreshortening</p>   <p>Peter</p> 	<p>Exploration of artistic styles</p>   <p>Animal</p>  <p>Personalised research</p> 	<p>Expression and Photography</p>  <p>Artist link</p>  <p>PENCIL YUE MINJUN'S TONE STYLE</p>  <p>Final piece / Assessment</p> 

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 11	Mock Exam Over-lapping Figures	Mock Exam Over-lapping Figures	Externally Set Task Component 2	Externally Set Task Component 2	Externally Set Task Component 2	
	<p>Figure drawing</p>  <p>Overlap figures in colour</p>  <p>Hands</p>  <p>Artist 1</p> 	<p>Artist 2</p>  <p>Ideas for Final (10 hour) piece</p>  <p>Final piece</p> 	<p>Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.</p> <p><u>How it's assessed</u></p> <p>Preparatory period followed by 10 hours of supervised time</p> <p>96 marks 40% of GCSE</p>	<p>Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.</p> <p><u>How it's assessed</u></p> <p>Preparatory period followed by 10 hours of supervised time</p> <p>96 marks 40% of GCSE</p>	<p>Hand in all preparation work. Commence 10 hours of supervised examination time.</p> <p>Hand in Component 2: Course work portfolio</p>	

Btec Art and Design Practice YEAR GROUP OVERVIEW

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	Introduction to drawing and media	Animal Studies	Species Project		Species Project	
	<p>Learning and using the basic skills when drawing and exploring media.</p> <p>When drawing, there are a number of techniques which can be used to improve shape, accuracy and detail. Students will be taught how to:</p> <ul style="list-style-type: none"> • Draw basic shapes using observation • Create tone using different media • Explore mark making techniques • Explore controlling different media such as paint, pastels, pencil, pen <p>The formal elements are Line, Tone, Colour, Texture, Pattern, Tone, Shape and Form All of these can be enhanced or displayed alongside composition methods to record the world around us. Artists have strived to capture the world around us using a set of rules which can be followed, then broken to produce stylized outcomes.</p>	<p>Animals are something everyone is fascinated and familiar with. Artists have drawn animals as an educational tool, as studies of beloved pets, or for documentation purposes.</p> <p>Students will explore how to draw different animals using the techniques from the previous term.</p> <p>They will explore the work of: Richard Bawden and his use of lines for texture, Henri Rousseau and his use of composition and Jonathan Woodward and his use of paper collage.</p> <p>Students will learn how to photograph their work as a record of their progress</p>	<p>Analysing a brief, Component 1:Task 1</p> <p>Students will learn how to practice as an artist with a client.</p> <p>They will be presented with their Species Brief and learn how to pick it apart, using mind maps and research to inform their ideas.</p> <p>They will look at their client using internet research and learn how to combine research and presentation so they may present it later.</p> <p>Students will be introduced to different animal artists and explore their style and techniques to learn processes from others</p>	<p>Exploring 2D media, Component 1:Task 1</p> <p>Student will be guided through the process of how to use their research to investigate producing their own work. This will take the form of workshops in between assessed pieces of work.</p> <p>Students will be able to explore a range of image making including:</p> <ul style="list-style-type: none"> • Drawing using pencils and colour pencil • Printmaking • Collage <p>Students will produce several study pages using techniques and processes they have learned through the workshops</p>	<p>Idea Generation Component 1: Task 2</p> <p>Students will learn how to produce design ideas linked to their client brief.</p> <p>They will look at how to use images they have researched to inform their ideas, how to present these using techniques and appropriate media.</p> <p>They will be able to explore working on different papers, colours and sizes.</p> <p>During this period students will also get the opportunity to improve Unit 1 as their skills develop</p>	<p>Development , Component 2: Task 3</p> <p>Students will look at combining their knowledge and experience of media and images to develop their ideas from task 2.</p> <p>They will work through a series of improvements to look at:</p> <ul style="list-style-type: none"> • Different scales • Different colours • Use of text • Composition Layout. <p>This will use a combination of traditional design and computer design elements and led them on to making a final piece of work at the end of the year.</p>



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 11	Design Pitch, Component 2: Task 4	Exam Preparation for Component 3: Responding to a Client Brief		External Component 3 paper started – 4 Hours	Activity 2: Development review 1 – 1 Hour 30 mins	
	Students will learn how to present their ideas to a client. They will learn how to use questioning of their own work and compare it to the client brief to formulate their presentation notes. Students will learn how to add photographs of their development and use cropping to present a clear progression of work.	In the exam, students are required to produce elements of digital and written work in essay form. This term will focus on: <ul style="list-style-type: none"> Teacher-led recap on previous components and any lessons to be learned. Ask questions about what went well and what was difficult. how artists and designers have met or failed to meet client needs with their products, with examples of good and bad design. Practise collecting images of relevant products for own research to inform ideas. Demonstration of how to use calendars or planners to create a project plan. Students can also set reminders for stages and alerts or alarms for targets. Students undertake practical exercises using practical work with one to one feedback using the next stage of the creative process 		Preparation for Activity 1, the project development. Learners should: <ul style="list-style-type: none"> read the whole paper compare the different client briefs and consider ideas for each make a list of materials and stages for preferred briefs investigate the client and relevant resources 	Learners must complete Activity 2 using the development review template provided. <ul style="list-style-type: none"> learners will have access to work from Activity 1, however, as this activity is completed, work cannot be added to or updated learners are not permitted access to the internet during this supervised activity the individual learner's development review must be saved in PDF and stored securely 	
	Students will use self-analysis of their work and be presented with the opportunity to improve work from Unit 2 as their reflect.			Activity 1: Project development - 8 Hours	Activity 3: Final response – 8 Hours	
			Students may spend up to four weeks on project development. Learners must work independently. <ul style="list-style-type: none"> exploring ideas, materials, techniques and processes reviewing progress recording development through images and annotation, and saving them for Activity 4. During the project development period, learners must not: <ul style="list-style-type: none"> write the development review make their final response make pages for the client portfolio. 	Learners create the final response. This time should be spent on: <ul style="list-style-type: none"> making the final response recording the final response and the making of the final response, saving images for Activity 4. 		
				Activity 4: Client portfolio - 2 hours 30 Mins		
				Learners should produce a six to eight-page A3 digital PDF portfolio, including 100–300 words of annotation. Annotation can be arranged in any way throughout the six to eight page portfolio. <ul style="list-style-type: none"> only permitted materials for the activities can be brought into the formally supervised sessions during each activity, learners will have access to work from previous activities, however, as each activity is completed, work cannot be added to or updated. 		

