

WK	1 2 3 4 5 6 7 8	9 10 11 12 13 14 15	16 17 18 19 20 21	22 23 24 25 26 27	28 29 30 31 32	33 34 35 36 37 38 39
	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
YEAR 7 -	<p><u>Topic:</u> Formal elements</p> <p><u>Knowledge:</u> To learn about the formal elements of art and how you use these to create observational drawings and the importance of them within art.</p> <p><u>Skills:</u> Mark Making with pencil Tonal shading Observational drawings Combining tone and texture together</p>	<p><u>Topic:</u> bugs</p> <p><u>Knowledge:</u> To learn about Lynette Shelley's artwork to analyse her key characteristics. Students to use these within their own work</p> <p><u>Skills:</u> Artist study on Lynette Shelley Watercolour techniques Mono printing</p>	<p><u>Topic:</u> African art</p> <p><u>Knowledge:</u> To learn about African culture, analysing African art, their style, colour themes, how they create their Materials from natural resources</p> <p><u>Skills:</u> Researching images Observational drawings Wax resist technique</p>	<p><u>Topic:</u> African clay tile</p> <p><u>Knowledge:</u> To learn about different clay sculpting skills. To develop their knowledge of African art using key words such as symmetry, geometric shapes, repeat patterns.</p> <p><u>Skills:</u> Design clay based on African research Relief clay technique Engraving into Clay Adding texture to clay</p>	<p><u>Topic:</u> African art</p> <p><u>Knowledge:</u> To explore with colour schemes linked to African art, learning how different colours work together in different ways</p> <p><u>Skills:</u> Colour schemes linked to African art Paint techniques, colour blending, flat/bold colour and creating texture</p>	<p><u>Topic:</u> Zentangles</p> <p><u>Knowledge:</u> To learn about Zentangles and how to create them. Look into the artist of Yellana James, using her work as inspiration.</p> <p><u>Skills:</u> Zentangle patterns Yellana James artist page Developing own work into the style of Yellana James Watercolour techniques</p>
YEAR 8 -	<p><u>Topic:</u> colour theory</p> <p><u>Knowledge:</u> To learn about colour theory, focusing on primary, secondary and tertiary colours. Learn how to create and use a colour wheel. To learn about colour schemes.</p> <p><u>Skills:</u> Colour mixing to create a colour wheel Complimentary colours Harmonious colours Hot and cold colours Watercolour painting</p>	<p><u>Topic:</u> Jasper Johns</p> <p><u>Knowledge:</u> To learn about Jasper Johns and his art work. Students are to learn how to use different materials to create different blending techniques and development of texture</p> <p><u>Skills:</u> Artist analysis of Jasper Johns, layout of work Design ideas based on Jasper Johns Experimentation of colour schemes Experimentation of coloured pencil, oil paste, water colours and combination</p>	<p><u>Topic:</u> Food</p> <p><u>Knowledge:</u> To learn about Wayne Thiebaud and his style of work. Students will learn how to create accurate drawings through use of the grid method. They will develop their knowledge of colour theory into an accurate replica of Wayne Thiebaud. Students will learn how to create design ideas for a clay slab pot</p> <p><u>Skills:</u> Enlarging an image using a grid. Watercolour techniques Observational drawing Design ideas for a clay piece</p>	<p><u>Topic:</u> Clay design and sculpture</p> <p><u>Knowledge:</u> To learn how to create a final idea in detail, make a slab pot to look like a slice of cake, using scoring and slip method</p> <p><u>Skills:</u> Final idea with annotations Slab pot using slip and score method Decorative techniques</p>	<p><u>Topic:</u> Food</p> <p><u>Knowledge:</u> To learn how to refine their work as they progress through clay sculpting skills, painting techniques and colour mixing techniques. To learn how the firing works and we use a kiln.</p> <p><u>Skills:</u> Clay sculpting skills Painting and colour mixing skills Evaluating a project</p>	<p><u>Topic:</u> Food packaging</p> <p><u>Knowledge:</u> To learn how to create zoomed in sections of food packaging, using view finders to select exciting sections. Enlarging the images freehand to keep proportions correct. Look into Pop art to create own interpretation using oil pastels</p> <p><u>Skills:</u> Observational drawings Oil pastel skills Pop art</p>

YEAR 9 -	<p><u>Topic:</u> Mexican culture (Fiesta de Mexico)</p> <p><u>Knowledge:</u> To learn how a GCSE project is set out and how it is marked, what the expectations are. They will understand that this project is a taster of what GCSE is like. They will learn how to create eye catching page layouts. They will learn about the Mexican culture.</p> <p><u>Skills:</u> Title page to show the theme Visual mind map to explore the theme Collage of inspirational images Annotations</p>	<p><u>Topic:</u> Mexican culture (Fiesta de Mexico)</p> <p><u>Knowledge:</u> To learn what is expected of an artist study and how to layout effectively and creatively. They will learn about Frida Kahlo and the Day of Dead.</p> <p><u>Skills:</u> Artist Study 1 page on Freda Kahlo (Intro to CAMO, artist replica and interpretation) Artist study 2 – Day of the dead (CAMO, artist replica and interpretation)</p>	<p><u>Topic:</u> Mexican culture (Fiesta de Mexico)</p> <p><u>Knowledge:</u> To learn the importance of accurate observational drawings, recapping on all previous skills and knowledge and how they will be used in future work. Ensuring students are selecting appropriate imagery</p> <p><u>Skills:</u> Researching images Observational drawing Experimenting with materials (watercolours, pastels, colouring pencils...)</p>	<p><u>Topic:</u> Mexican culture (Fiesta de Mexico)</p> <p><u>Knowledge:</u> To learn how the projects are progressing over time, making links to previous work and showing development.</p> <p><u>Skills:</u> Own design of the Day of the dead mask, using previous studies for inspiration x 2 4 x repeat pattern designs using different colour schemes and materials</p>	<p><u>Topic:</u> Mexican culture (Fiesta de Mexico)</p> <p><u>Knowledge:</u> To learn how to create a reduction print using lino printing. Health and safety of the lino tools. They will learn how to write a statement of intent and the reasons why we create these.</p> <p><u>Skills:</u> Lino printing Statement of intent</p>	<p><u>Topic:</u> Mexican culture (Fiesta de Mexico)</p> <p><u>Knowledge:</u> To learn how to refine and develop their work as it progresses. They will learn how to amalgamate ideas together using a mixture of materials and processes based on their developments.</p> <p><u>Skills:</u> Reviewing statement of intent Mixed media final piece</p>
YEAR 10 -	<p><u>Topic:</u> Artist Analysis for 'I, Me, Mine' project</p> <p><u>Knowledge:</u> To learn how to create a sustained project following all of the AO's from AQA. They will learn how to research imagery and artists which suit their own interests. Student will learn how to construct an artist study and how-to layout their pages effectively.</p> <p><u>Skills:</u> Researching Analysing artists Title page Mind map Collage of images Artist studies x 2</p>	<p><u>Topic:</u> I, ME, MINE</p> <p><u>Knowledge:</u> To learn how to recognise artists characteristics and use them within their own work. They will learn how to use different materials and mix them together. They will need to understand why we do this and how they get marked. Students will learn how to write a statement of intent.</p> <p><u>Skills:</u> Observational drawings Transfer own work into the style of others Combining artist styles together Annotations Evaluation</p>	<p><u>Topic:</u> I, ME, Mine</p> <p><u>Knowledge:</u> To learn how to develop artists work into their own, experimenting with different materials and processes to show highly developed work. They will understand how to develop a variety of final ideas for their final piece.</p> <p><u>Skills:</u> Design ideas for final piece making links to previous work and artists Annotations</p>	<p><u>Topic:</u> I, ME, MINE</p> <p><u>Knowledge:</u> To learn how to refine and develop their final ideas, by experimenting with a range of colourways, compositions and materials. They will learn how to create a final piece design</p> <p><u>Skills:</u> Development and refinement of final ideas Detailed final piece idea</p>	<p><u>Topic:</u> I, Me, Mine (Final Piece)</p> <p><u>Knowledge:</u> To learn how to create a final piece based on their developments from their previous work. They will understand how long work takes, to enable them to prepare for their 10-hour exam in year 11</p> <p><u>Skills:</u> Time management Development and refinement of final piece</p>	<p><u>Topic:</u> Exam style project (choice of starting points)</p> <p><u>Knowledge:</u> To learn how the external exam will be in year 11. This will give them a taster of the actual experience through having similar amount of time to complete the prep studies and also being given options to choose from. They will learn how to work more independently.</p> <p><u>Skills:</u> Researching Observational studies</p>

YEAR 11 -	<p><u>Topic:</u> Exam style project (choice of starting points)</p> <p><u>Knowledge:</u> To develop their understanding of how a project develops and how they are awarded marks for each section. They need to select appropriate artists and imagery which will be used throughout their project.</p> <p><u>Skills:</u> Analysing artists work Development of artist studies Observational studies</p>	<p><u>Topic:</u> Exam style project</p> <p><u>Knowledge:</u> To learn how to show highly developed ideas, making use of all previous work. To learn how much work, they can create in a certain amount of time to prepare for their exam.</p> <p><u>Skills:</u> Develop and refine ideas Presenting a final piece</p>	<p><u>Topic:</u> External exam</p> <p><u>Knowledge:</u> To learn how to be independent learners and how the exam will run and be marked. They will use all of their prior knowledge and experience to create their prep work leading up to the 10-hour practical exam. They need to know how important the research is as this will lead them through the rest of the project</p> <p><u>Skills:</u> Researching Analysing artists Observational studies Developing work based on their research</p>	<p><u>Topic:</u> External exam</p> <p><u>Knowledge:</u> To develop their understanding of the AO's and how they show development through their work. Students to know a clear time frame for what they are working towards for their final exam</p> <p><u>Skills:</u> Refining their work as they progress Experimentation of materials and composition Development and refinement of ideas</p>	<p><u>Topic:</u> External exam</p> <p><u>Knowledge:</u> To learn to reflect on their work and evaluate what is going well to enable them to push the project forward. To understand the exam conditions to be able to plan and prepare for the final 10-hour exam.</p> <p><u>Skills:</u> Time management Resilience Development and refinement of ideas Experimentation of materials</p>	<p>Course complete. Moderation of component 1 and 2</p> <p>Students to complete independent revision.</p>
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