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	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
YEAR 7 -	<p>Content: Mark making Mark Making/Mixed media. Develop a range of key drawing techniques, experiment with various media and tools focusing on tone and texture.</p> <p>Assessment: Ongoing work</p>	<p>Content: Mark making /bugs Analyse the work of artists (e.g. Lynette Shelley) using keywords and mark making techniques. Develop and refine ideas into a final piece of work, experimenting with monoprint.</p> <p>Assessment: mixed media bug piece</p>	<p>Content: African art Looking at artists' work: Researching and understanding the work of African Art. Copying from resources, noting key descriptive words and giving your opinion. Developing ideas for a clay tile using African research/ art as inspiration. Explore the theme and experiment with media and compositions. Assessment: Design ideas</p>	<p>Content: Refine and improve design ideas. Use a range of clay sculpting techniques.</p> <p>Assessment: Clay tile</p>	<p>Content: Vincent Scarpase Fish project Artist analysis of Vincent Scarpase Observational drawings concentrating on texture and proportion Introduction to painting techniques Introduction to complimentary colours Assessment: Painted piece</p>	<p>Content: Vincent Scarpase Fish project Artist analysis of Vincent Scarpase Observational drawings concentrating on texture and proportion Introduction to painting techniques Introduction to complimentary colours Assessment: A painted piece inspired by artist</p>
YEAR 8 -	<p>Content: colour theory To create a colour wheel, learning how to mix colours using primary colours only. To learn a variety of colour schemes such as hot, cold, harmonious and complementary</p> <p>Assessment: colour theory skills</p>	<p>Content: Jasper Johns To create an artist study page on Jasper Johns which includes a replica of his work, written facts, a description of his work. This will cover page layouts. Students will create their own work based on Jasper Johns using letters and numbers related to them. Students will make use of their colour theory knowledge within their work and explore a variety of techniques such as water colours, oil pastels and colouring pencils Assessment: Mixed media piece based on Jasper Johns</p>	<p>Content: Still life/Food primary resources Students will create a replica of Wayne Thiebaud work students will create a range of observational drawings from primary and secondary sources Students will develop their knowledge of key elements and using skills with a range of materials</p>	<p>Content: 2D logo project using recycled materials. Assessment: Observational drawings and artist page</p>	<p>Content: Clay work continued... Develop final design idea, trying a range of colour ways, experimenting with different paint techniques, whilst clay work is in the kiln. To paint and varnish the final clay piece, which will show aspects of their chosen artist. Assessment: 3D Clay sculpture</p>	<p>Content: clay work continued 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 Assessment: 3D Clay sculpture</p>

YEAR 9 -	<p>Content: Taster sessions using variety of materials Key skills repeated and developed. Observational drawings from primary and secondary resources with the theme 'structures'. A variety of materials and techniques explored (pen and wash, pencil, oil pastels, water colour pencils, etching, mono printing, biro) students will learn how to display their work creatively and annotate.</p> <p>Assessment: AO2 and AO3 Experimental pieces/recording</p>	<p>Content: Structures Autumn 1 to be continued and developed further. Focusing on the printing element of the project. Students will prepare backgrounds, using different techniques to print onto. Work will be copied onto coloured paper to refine and develop with white pencils</p> <p>Assessment: Printing experiments</p>	<p>Content: Culture project- analysis of researched sources. Students will choose a culture from Africa, Mexican or Indian. They will research the culture, create a range of observational drawings using a range of different techniques. Students will display their work in their sketch book, annotating along the way, showing how it links to their chosen culture</p> <p>Option B: Ghost Net project To begin second project on the environmental impact to marine life through waste products. An artist study on Sue Ryan and Caroline Bond. Students have an awareness of the environment and discuss recycled materials salvaged from local sources. students gain an understanding of 3D form and use the reclaimed materials to create a sculptural piece Assessment: Realisation of 3D piece</p> <p>Assessment: A01 – looking at artists/cultures</p>	<p>Content: Culture- Design development, experimenting with media, composition, colourways</p> <p>Students will explore with their culture, amalgamating their work together to create their own interpretations and ideas. Students will zoom in, repeat, change the composition to show development and refinement within their work</p> <p>Option B: Ghost Net project To begin second project on the environmental impact to marine life through waste products. An artist study on Sue Ryan and Caroline Bond. Students have an awareness of the environment and discuss recycled materials salvaged from local sources. students gain an understanding of 3D form and use the reclaimed materials to create a sculptural piece Assessment: Realisation of 3D piece</p> <p>Assessment: AO2/A03: developing and refining work from a chosen culture</p>	<p>Content: Lino print development from culture research. Students will create a range of experimental lino prints and at least one large final piece using lino print, which will represent their chosen culture. This will be the end piece to their project. All work will flow from the beginning to the end.</p> <p>Assessment: AO4 Final print</p>	<p>Content: Artist Analysis for 'I, Me, Mine' project (e.g. James Rosenquist).</p> <p>Students will begin their 2<sup>nd</sup> project based all about them. An artist study of James Rosenquist will be completed. Students will take photos linked to their own starting point and collect other relevant images too. Students will complete a range of replicas from primary and secondary resources, using a range of materials to techniques</p> <p>Assessment: AO1 Artist analysis</p>
YEAR 10 -	<p>Content: I, ME, MINE project Students will continue with the theme 'I, ME, MINE. To complete any further observational drawings. Students will then transfer their drawings into the style of James Rosenquist, by experimenting with a range of compositions and techniques. All work will be displayed and annotated</p> <p>Option B: To start I, Me, Mine project</p> <p>Assessment: various pieces of work to fulfil the different AO's</p>	<p>Content: I, ME, Mine Develop artists work into their own, experimenting with different materials and processes. Students will find another artist relevant to their own theme. Previous work will also be transformed into the style of this artist. Students will start to develop a variety of final ideas for their final piece.</p> <p>Assessment: - Development of work</p>	<p>Content: I, ME, MINE Students will refine and develop their final idea, by experimenting with a range of colourways, compositions and materials. Students will complete a final piece, separate to their sketch book. This will take place in the mock exam</p> <p>Assessment: Final piece – mock exam</p>	<p>Content: Final Piece Develop final piece</p> <p>Assessment: Final piece using clay</p>	<p>Content: Finalising clay and individual targets to improve/develop 'I, me, mine'. Students will be able to refine all of their work, using feedback to help them progress further.</p> <p>Assessment: I, Me, Mine project</p>	<p>Content: Exam style project (choice of starting points) Choosing own artists as inspiration Students will be given their final piece of course work to do. They will have a choice of 5 starting points (in the actual exam, they will have a choice of 7) Students will research the theme, take photos, find images and artists linked with their theme. They will create a range of careful replicas from their research and complete in depth studies of their artists.</p> <p>Assessment: AO1: artist analysis</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">YEAR 11 -</p>	<p>Content: Exam style project (choice of starting points)          Choosing own artists as inspiration          Students will continue from the end of year 10. They will carry out a range of tasks linked to their theme, experimenting with materials, processes and techniques. Students will develop their work into the style of the artists they have studied.</p> <p>Assessment: Variety of work for the different A's</p>	<p>Content: Exam style project          Students will start to develop and refine their work to create a range of design ideas based on their chosen theme. They will choose a final idea and push this further, experimenting with colour, composition, materials and processes. Students will create a final piece in the mock exam</p> <p>Assessment: Final piece -mock exam</p>	<p>Content: Final exam prep          The final exam paper will be given out. Students will choose a theme from the paper and research inspirational images and artists linked to the theme. Artist studies, observational drawings, experiments will be completed</p> <p>Assessment: Various pieces for all AO's</p>	<p>Content: Final exam project          Refinement of work linked to the theme and chosen artists to create, develop and refine a variety of final piece ideas.          Students will be given an exam date for two days, for them to complete their final piece (10 ours in total) At the end of the exam, all work will be handed in for marking, before the marks are sent off for moderation.</p> <p>Assessment: Final piece</p>	<p>Content:          Moderation of Component 1 and 2.</p> <p>Assessment: Marks sent off to AQA</p>	<p>GCSE Exams start from week 31</p>
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