

## Art Year 7

Year 7 Term 1	Year 7 Term 2	Year 7 Term 3
<p style="text-align: center;"><b>Bugs</b></p> <p>Using bugs, insects and natural forms as a source of reference, students will explore drawing through the formal elements such as:</p> <ul style="list-style-type: none"> <li>• Line and tone</li> <li>• Mark making</li> <li>• Proportion</li> <li>• Scale</li> <li>• Colour</li> </ul> <p>The subject matter offers intrigue, opportunities for discussion on broader climate-based issues, whilst the founding principles of art and design are taught and practised.</p>	<p style="text-align: center;"><b>Monsters</b></p> <p>Introducing clay early in the students' journey through art is important, skills will also be revisited and developed throughout KS3.</p> <p>James de Rosso's Monster pots are a fun and engaging starting point and demonstrates to the students, how artists make a living in modern society.</p> <p>Drawing for functional design will underpin the creative process.</p>	<p style="text-align: center;"><b>Characters</b></p> <p>Looking at the work of Quentin Blake, Mateo Dineen and Johan Potma, to name a few, this project unpicks the wonderful world of illustration. This project highlights a variety of careers, demonstrating that art is all around us, and has been helping us to learn and communicate since the day we were born!</p> <p>Students will explore watercolour, mixed media, line, brush control and the use of text plus develop their imaginations and discover ways to express themselves creatively.</p>
<b>Knowledge and skills</b>		
<ul style="list-style-type: none"> <li>• Drawing from observation</li> <li>• An understanding of the formal elements in art and design.</li> <li>• Analysing artists and sources</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing for design purposes.</li> <li>• Ceramic techniques</li> <li>• Mixed media</li> <li>• Artist analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Illustration drawing techniques and mixed media.</li> <li>• Artist and source analysis</li> <li>• Watercolour and brush control</li> </ul>
<b>Assessment</b>		
<b>Effort and engagement in class (4 marks)</b>	<b>Effort and engagement in class (4 marks)</b>	<b>Effort and engagement in class (4 marks)</b>
<p><b>Analysis (4 marks)</b></p> <p>You can talk about the artist and sources studied and demonstrate clear links with the artists' style.</p>	<p><b>Analysis (4 marks)</b></p> <p>You can talk about James de Rosso and sources studied and demonstrate clear links with the artists' style.</p>	<p><b>Analysis (4 marks)</b></p> <p>You can talk about the artist and sources studied and demonstrate clear links with the artists' style.</p>
<p><b>Creative outcome (4 marks)</b></p> <p>You can create a personal outcome which clearly links to the theme, artist or source.</p>	<p><b>Creative outcome (4 marks)</b></p> <p>You can create a personal outcome using clay, which clearly links to the theme, artist or source.</p>	<p><b>Creative outcome (4 marks)</b></p> <p>You can create a personal response which clearly links to the theme, artist or source.</p>
<p><b>Refinement and the use of materials (4 marks)</b></p> <p>You demonstrate control and understanding of the techniques and materials studied.</p>	<p><b>Refinement and the use of materials (4 marks)</b></p> <p>You demonstrate control and understanding of the appropriate ceramic techniques and refine work as a result.</p>	<p><b>Refinement and the use of materials (4 marks)</b></p> <p>You demonstrate control and understanding of the illustration techniques studied.</p>
<p><b>Presentation of work (4 marks)</b></p> <p>You take care of your work and your book flows in order.</p>	<p><b>Presentation of work (4 marks)</b></p> <p>You take care of your work and your book flows in order.</p>	<p><b>Presentation of work (4 marks)</b></p> <p>You take care of your work and your book flows in order.</p>

## Art Year 8

Year 8 Term 1	Year 8 Term 2	Year 8 Term 3
<p><b>Architecture and surface texture</b></p> <p>This project explores a range of unusual structures and creative architecture including Gaudi, Mondrian and Hundertwasser.</p> <p>Gaining an understanding of how everyday life and nature informs architectural forms, students will draw and develop ideas using mixed media, leading to a relief structure in clay.</p>	<p><b>Abstraction</b></p> <p>Abstraction explores a range of contemporary, historical and cultural sources in relation to masks and their functions; health, celebration, culture, traditions, tribes, self-confidence.</p> <p>Opportunities to explore colour and to study, draw and design masks, will lead to a large-scale oil pastel abstract composition.</p>	<p><b>Pattern and Print</b></p> <p>Pattern and Print explores the work of Jason Scarpace and Zentangle designs amongst other sources.</p> <p>There will be opportunities to explore how pattern and print is used in a variety of contexts and how the design process begins.</p> <p>As a result, students will create a reduction poly block print inspired by their research and investigation into sources.</p>
<b>Knowledge and skills</b>		
<ul style="list-style-type: none"> <li>• Drawing for design purposes.</li> <li>• Ceramic techniques</li> <li>• Texture and relief</li> <li>• Artist and source analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Mixed media</li> <li>• An understanding of historical, cultural and contemporary mask making.</li> </ul>	<ul style="list-style-type: none"> <li>• Fineliner and pattern based drawing.</li> <li>• Pattern creation.</li> <li>• Poly block printmaking techniques.</li> <li>• Artist and source analysis</li> </ul>
<b>Assessment</b>		
<b>Effort and engagement in class (4 marks)</b>	<b>Effort and engagement in class (4 marks)</b>	<b>Effort and engagement in class (4 marks)</b>
<p><b>Analysis (4 marks)</b></p> <p>You can talk about the artist and sources studied and demonstrate clear links with the artists' style.</p>	<p><b>Analysis (4 marks)</b></p> <p>You can talk about the artist and sources studied and demonstrate clear links with the artists' style.</p>	<p><b>Analysis (4 marks)</b></p> <p>You can talk about Jason Scarpace and sources studied and demonstrate clear links with the artists' style.</p>
<p><b>Creative outcome (4 marks)</b></p> <p>You can create a personal outcome which clearly links to the theme, artist or source.</p>	<p><b>Creative outcome (4 marks)</b></p> <p>You can create a personal outcome, using clay, which clearly links to the theme, artist or source.</p>	<p><b>Creative outcome (4 marks)</b></p> <p>You can create a pattern and printed, which clearly links to the theme, artist or source.</p>
<p><b>Refinement and the use of materials (4 marks)</b></p> <p>You demonstrate control and understanding of the techniques and materials studied.</p>	<p><b>Refinement and the use of materials (4 marks)</b></p> <p>You demonstrate control and understanding of the appropriate ceramic techniques and refine work as a result.</p>	<p><b>Refinement and the use of materials (4 marks)</b></p> <p>You demonstrate control and understanding of the reduction printing process.</p>
<p><b>Presentation of work (4 marks)</b></p> <p>You take care of your work and your book flows in order.</p>	<p><b>Presentation of work (4 marks)</b></p> <p>You take care of your work and your book flows in order.</p>	<p><b>Presentation of work (4 marks)</b></p> <p>You take care of your work and your book flows in order.</p>

## Art Year 9

Year 9 Term 1	Year 9 Term 2	Year 9 Term 3
<p><b>Numbers</b></p> <p>We go back in time looking at the work of Jasper Johns. Expressive marks, layering, colour and composition drive this project and students are encouraged to make their outcomes personal by thinking of numbers which have significance and meaning in their lives.</p> <p>The creative journey will lead to multiple expressive outcomes inclusive of a ceramic design, building upon prior learning in Year 8.</p>	<p><b>Messages</b></p> <p>Messages provides students with the opportunity to explore a topic which is personal and meaningful to them such as BLM, Mental Health, Gender inequality, LGBTQ+ etc.</p> <p>Drawing and painting skills will be developed as they design and create posters which communicate their ideas. This opens up the opportunity to discuss the role of art in advertising, propaganda, media and campaigns.</p>	<p><b>Express Yourself</b></p> <p>Through exploring a range of relevant sources, students can have fun exploring unusual, imaginative and unplanned outcomes.</p> <p>This project allows for further personalisation and opportunities to explore key topics which affect students at this stage of their life journey.</p>
<b>Knowledge and skills</b>		
<ul style="list-style-type: none"> <li>Expressive drawing</li> <li>Mixed media layering</li> <li>Ceramic techniques</li> <li>An understanding of layering and camouflage in art</li> <li>Artist analysis</li> </ul>	<ul style="list-style-type: none"> <li>Drawing to communicate emotion or opinion.</li> <li>Composition and paint techniques.</li> <li>Artist and source analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Drawing and painting</li> <li>Mixed media</li> <li>How and why artists select materials and processes to communicate.</li> <li>Artist and source analysis</li> </ul>
<b>Assessment</b>		
<b>Effort and engagement in class (4 marks)</b>	<b>Effort and engagement in class (4 marks)</b>	<b>Effort and engagement in class (4 marks)</b>
<p><b>Analysis (4 marks)</b></p> <p>You can talk about the artist and sources studied and demonstrate clear links with the artists' style.</p>	<p><b>Analysis (4 marks)</b></p> <p>You can talk about your message and sources studied and demonstrate clear links with the artists' style.</p>	<p><b>Analysis (4 marks)</b></p> <p>You can talk about key questions raised and demonstrate clear links with the artists' style.</p>
<p><b>Creative outcome (4 marks)</b></p> <p>You can create a personal outcome which clearly links to the theme, artist or source.</p>	<p><b>Creative outcome (4 marks)</b></p> <p>You can create a personal poster, which clearly links to the theme, artist or source.</p>	<p><b>Creative outcome (4 marks)</b></p> <p>You can create an outcome which clearly links to the theme, artist or source.</p>
<p><b>Refinement and the use of materials (4 marks)</b></p> <p>You demonstrate control and understanding of the techniques and materials studied.</p>	<p><b>Refinement and the use of materials (4 marks)</b></p> <p>You demonstrate control and understanding of paint application and composition and refine work as a result.</p>	<p><b>Refinement and the use of materials (4 marks)</b></p> <p>You demonstrate control and understanding of the techniques and materials studied.</p>
<p><b>Presentation of work (4 marks)</b></p> <p>You take care of your work and your book flows in order.</p>	<p><b>Presentation of work (4 marks)</b></p> <p>You take care of your work and your book flows in order.</p>	<p><b>Presentation of work (4 marks)</b></p> <p>You take care of your work and your book flows in order.</p>

There will be extra-curricular opportunities to explore Photoshop and digital art, offered throughout Year 9.

Year 10 Term 1	Year 10 Term 2	Year 10 Term 3
<p><b>Structures</b></p> <p>Students will explore the work of a variety of contemporary and historical sources in relation to the theme of structures.</p> <p>This introductory term to the Art GCSE will allow us to explore a wide range of techniques, materials and processes and as a result discover strengths and areas of interest.</p> <p>During this term, students will take a trip to Liverpool to explore the architectural and physical structures around the Albert Dock along with a gallery visit. This visit will provide essential recording through drawing, annotation and photography which will be developed further back in class.</p>	<p><b>Diversity</b></p> <p>Students will follow a process from traditional grid drawing techniques through to experimental and explorative practice using paint, mixed media, digital media and stitch.</p> <p>A range of sources will be referenced to enable students to diversify their outcomes through abstraction, distortion and layering techniques.</p> <p>Through this project, students will analyse how art communicates messages and challenges concepts in society and provide tools and techniques for students to be able to share their own message too.</p>	<p><b>Refinement</b></p> <p>Refinement is key in art and during this term, students will be provided with opportunities to refine their ideas and outcomes in order to develop work further.</p> <p>By this point in the school year, it is expected that students will have a personal body of work which is signposting clear strengths for each individual. New artists, sources and directions will be discussed through 1:1 feedback and discussion and this term will provide the opportunity to master refinement within their work.</p> <p>Before the term closes, students will be guided towards the personal project for Year 11.</p>
<b>Knowledge and skills</b>		
<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Painting</li> <li>• Artist/ theme analysis</li> <li>• Photography</li> <li>• Clay</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Painting</li> <li>• Digital media</li> <li>• Stitch</li> <li>• Print</li> <li>• Artist analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Refinement</li> <li>• Analysis</li> <li>• Responding</li> <li>• Drawing</li> <li>• Painting</li> <li>• Mixed media</li> </ul>
<b>Assessment</b>		
<b>Effort and engagement in class</b>	<b>Effort and engagement in class</b>	<b>Effort and engagement in class</b>
<p><b>Development of ideas through analysis of sources (24 marks)</b></p> <p>Analysis of artist and source and how this knowledge influences the development of your ideas.</p>	<p><b>Development of ideas through analysis of sources (24 marks)</b></p> <p>Analysis of artist and source and how this knowledge influences the development of your ideas.</p>	<p><b>Development of ideas through analysis of sources (24 marks)</b></p> <p>Analysis of artist and source and how this knowledge influences the development of your ideas.</p>
<p><b>Refine work through experimentation (24 marks)</b></p> <p>Experimenting with a wide range of materials and selecting the right technique and process to use to help develop your idea.</p>	<p><b>Refine work through experimentation (24 marks)</b></p> <p>Experimenting with a wide range of materials and selecting the right technique and process to use to help develop your idea.</p>	<p><b>Refine work through experimentation (24 marks)</b></p> <p>Experimenting with a wide range of materials and selecting the right technique and process to use to help develop your idea.</p>
<p><b>Recording ideas relevant to intentions (24 marks)</b></p> <p>Ideas are recorded through drawing and annotation and are related to your intentions.</p>	<p><b>Recording ideas relevant to intentions (24 marks)</b></p> <p>Ideas are recorded through drawing and annotation and are related to your intentions.</p>	<p><b>Recording ideas relevant to intentions (24 marks)</b></p> <p>Ideas are recorded through drawing and annotation and are related to your intentions.</p>
<p><b>Present a personal and meaningful response (24 marks)</b></p> <p>The whole process of analysing, experimenting and investigating leads you to a personal response which is clearly linked to your intentions.</p>	<p><b>Present a personal and meaningful response (24 marks)</b></p> <p>The whole process of analysing, experimenting and investigating leads you to a personal response which is clearly linked to your intentions.</p>	<p><b>Present a personal and meaningful response (24 marks)</b></p> <p>The whole process of analysing, experimenting and investigating leads you to a personal response which is clearly linked to your intentions.</p>

Year 11 Art Term 1	Year 11 Art Term 2	Year 11 Art Term 3
<p>Personal Project</p> <p>Students will be provided with a theme to respond to and will follow this creative process:</p> <ul style="list-style-type: none"> <li>Researching, exploring and investigating a wide range of sources.</li> <li>Experimenting with a variety of materials and techniques which link to the sources studied.</li> <li>Recording ideas, and how they change and evolve, throughout the process through drawing and annotation.</li> <li>Develop a personal response which is a product of the creative process.</li> </ul>	<p>Personal Project</p> <p>Students continue to develop their personal outcomes and responses.</p> <p>Opportunities to develop and extend ideas further using Photoshop will be offered.</p> <p>The end of Term 2 is the deadline for Component 1 which is the portfolio. This is made up of a selection of work from Year 10 and one sustained project which is the personal project from Year 11.</p> <p>Time during this term will also be spent ensuring that Component 1 is complete.</p>	<p>Externally set assignment</p> <p>In January, AQA release a range of starting points for the externally set assignment. Students will select one starting point and begin a preparation period, following the creative process, leading to the realisation of intentions during the 10 hour supervised time. The 10 hours will take place over two school days in the art rooms, in exam conditions. (This typically takes place in April)</p>
Knowledge and skills		
<ul style="list-style-type: none"> <li>Analysis</li> <li>Refinement</li> <li>Experimentation and selection</li> <li>Techniques appropriate to individual projects</li> </ul>	<ul style="list-style-type: none"> <li>Analysis</li> <li>Refinement</li> <li>Experimentation and selection</li> <li>Techniques appropriate to individual projects</li> </ul>	<ul style="list-style-type: none"> <li>Analysis</li> <li>Refinement</li> <li>Experimentation and selection</li> <li>Techniques appropriate to individual projects</li> </ul>
Assessment		
Effort and engagement in class	Effort and engagement in class	Effort and engagement in class
<p><b>Development of ideas through analysis of sources (24 marks)</b></p> <p>Analysis of artist and source and how this knowledge influences the development of your ideas.</p>	<p><b>Development of ideas through analysis of sources (24 marks)</b></p> <p>Analysis of artist and source and how this knowledge influences the development of your ideas.</p>	<p><b>Development of ideas through analysis of sources (24 marks)</b></p> <p>Analysis of artist and source and how this knowledge influences the development of your ideas.</p>
<p><b>Refine work through experimentation (24 marks)</b></p> <p>Experimenting with a wide range of materials and selecting the right technique and process to use to help develop your idea.</p>	<p><b>Refine work through experimentation (24 marks)</b></p> <p>Experimenting with a wide range of materials and selecting the right technique and process to use to help develop your idea.</p>	<p><b>Refine work through experimentation (24 marks)</b></p> <p>Experimenting with a wide range of materials and selecting the right technique and process to use to help develop your idea.</p>
<p><b>Recording ideas relevant to intentions (24 marks)</b></p> <p>Ideas are recorded through drawing and annotation and are related to your intentions.</p>	<p><b>Recording ideas relevant to intentions (24 marks)</b></p> <p>Ideas are recorded through drawing and annotation and are related to your intentions.</p>	<p><b>Recording ideas relevant to intentions (24 marks)</b></p> <p>Ideas are recorded through drawing and annotation and are related to your intentions.</p>
<p><b>Present a personal and meaningful response (24 marks)</b></p> <p>The whole process of analysing, experimenting and investigating leads you to a personal response which is clearly linked to your intentions.</p>	<p><b>Present a personal and meaningful response (24 marks)</b></p> <p>The whole process of analysing, experimenting and investigating leads you to a personal response which is clearly linked to your intentions.</p>	<p><b>Present a personal and meaningful response (24 marks)</b></p> <p>The whole process of analysing, experimenting and investigating leads you to a personal response which is clearly linked to your intentions.</p>