



## Head of Department: Mr L. Northey

Year 7

<b>Focus/Context for Learning</b>	<b>Autumn 1</b>	<b>Autumn 2</b>
	Week: 1 - Primary school art review 2 – Create a Line and Linear Table 3 – Skills Project: Van Gogh 4 – Skills Project: Van Gogh 5 – Skills Project: Van Gogh 6 – Skills Project: Van Gogh 7 - AfL: Peer and self assessment	Week 1 - Introductory to tone and shading 2 - Research on Artists – Van Gogh/Matisse. 3 - Observational drawing – Shoes. 4 - Tonal studies (drawing and painting) 5 - Tonal studies (drawing and painting) 6 - Test / AfL: Peer and self assessment
<b>Focus/Context for Learning</b>	<b>Spring 1</b>	<b>Spring 2</b>
	Week: 1 - Colour Therapy 2 - Research on Artists 3 - Colour studies: colour wheel 4 – Colour studies: colour wheel 5 - Test / AfL: Peer and self assessment 6 - Enrichment	Week: 1 - Work on Artist’s style 2 - Ideas for final piece 3 - Development and experimentation 4 - Final Piece – eg. Shoes 5 - Test / AfL: Peer and self assessment 6 - Enrichment
<b>Focus/Context for Learning</b>	<b>Summer 1</b>	<b>Summer 2</b>
	Week: 1 – Research into Cubism 2 - Development and experimentation 3 – Working in the style of the Artist 4 – Working in the style of the Artist 5 – Working in the style of the Artist 6 - Test / AfL: Peer and self assessment	Week: 1 - Work in the style of the Artist 2 - Final Piece – Cubism 3 - Summer Art Exam week 4 - Summer Exam 5 - Enrichment 6 - Enrichment



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## Year 8

	Autumn 1	Autumn 2
Focus/Context for Learning	<p>Week:</p> <ol style="list-style-type: none"> <li>1. Drawing for FORM and TONE pencil</li> <li>2. Drawing for FORM – paint.</li> <li>3. Drawing for COLOUR and PATTERN oil pastels – natural forms.</li> <li>4. Drawing for COLOUR and PATTERN water colour – Leaves &amp; Shells</li> <li>5. Investigate work of artists using Natural Form e.g. William Morris</li> <li>6. Test/afl: Peer and self-assessment</li> <li>7. Enrichment</li> </ol>	<p>Week:</p> <ol style="list-style-type: none"> <li>1. Investigate Pattern/ natural forms.</li> <li>2. Develop repeat pattern based on observational drawings of leaves.</li> <li>3. Complete patterns using appropriate colourways.</li> <li>4. Study of Georgia O’Keeffe</li> <li>5. Study of Georgia O’Keeffe.</li> <li>6. Art Exam –AP1</li> <li>7. Enrichment</li> </ol>
	Spring 1	Spring 2
Focus/Context for Learning	<p>Week:</p> <ol style="list-style-type: none"> <li>1. Coloured pencil/oil pastel study of Pop Art Designer</li> <li>2. Investigate Pop Artists’ use of food and drink imagery e.g. Warhol/Oldenburger</li> <li>3. Painting of design in Pop Art Style</li> <li>4. Continue to develop work</li> <li>5. Test/Afl: Peer and self-assessment</li> <li>6. Enrichment</li> </ol>	<p>Week:</p> <ol style="list-style-type: none"> <li>1. Research into Keith Haring</li> <li>2. Work inspired by Keith Haring</li> <li>3. Roy Lichtenstein – Pop artist.</li> <li>4. Development and experimentation with Text and images.</li> <li>5. Development and experimentation with Text and images.</li> <li>6. Final Piece</li> <li>7. Test/Afl: Peer and self-assessment</li> <li>8. Enrichment</li> </ol>
	Summer 1	Summer 2
Focus/Context for Learning	<p>Week:</p> <ol style="list-style-type: none"> <li>1. Artist Research: Sandra Chevier</li> <li>2. Proportions of the human face and practice drawing of individual features.</li> <li>3. Work created in style of Artist</li> <li>4. Continue to develop work in style of Artist</li> <li>5. Complete development of work in style of Artist</li> <li>6. Produce final piece</li> </ol>	<p>Week:</p> <ol style="list-style-type: none"> <li>1. Artist Research: Banksy</li> <li>2. Produce work in the style of the Artist</li> <li>3. Work created in style of Artist</li> <li>4. Complete development of work in style of Artist</li> <li>5. Produce a final piece</li> <li>6. Enrichment</li> </ol>



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Year 9

The course follows a three-year syllabus that encompasses the four criteria of the GCSE exam, in a variety of media. Pupils work on a three-module format that is designed to encourage an understanding of the development of art, linking in aspects of the modern world, through social, political and historical issues. The course begins as an in depth skill based programme which enables students to become more confident in a range of artistic techniques. Experimentation is key to the course and students develop their ideas and knowledge of artists through sketchbook and independent study. The course is designed to provide students with all the requisite skills and knowledge necessary to become A level students and to pursue an artistic career.

Edexcel	Autumn 1	Autumn 2
<b>Focus/Context for Learning</b>	Week: 1. Introduction to Mask project 2. Research Designers 3. Observation drawing 4. Work in Artist's style 5. Final Piece 6. Final Piece 7. Enrichment	Week: 1. Mask making/sculpture 2. Development of mask design 3. Development of mask design 4. Development of mask design 5. Completion of final piece 6. Christmas Exam 7. Enrichment
<b>Focus/Context for Learning</b>	Spring 1	Spring 2
	Week: 1. Introduction to Portraiture 2. Artist Research 3. Observation drawing 4. Same as above 5. Work in Artist's style 6. Final Piece 7. Final Piece	Week: 1. Artist Research 2. Development of painting skills 3. Development of painting skills 4. Development of painting skills 5. Final piece 6. Final piece 7. Enrichment
<b>Focus/Context for Learning</b>	Summer 1	Summer 2
	Week: 1. Introduction to Architecture 2. Research on Architects 3. Perspective drawing 4. Development & experimentation 5. Final Piece 6. Enrichment	Week: 1. Research on landscape & Architecture 2. Investigate artists 3. Development and experimentation 4. Final Piece 5. Test/AfL: Peer and Self-assessment 6. Enrichment



Edexcel	Autumn 1	Autumn 2
Focus/Context for Learning	Week: 1. Introductory Course to GCSE Art 2. Research on Artists 3. And 4 – Experimentation (traditional and experimental recording materials) 5. Work in an artist’s style 6. Work in artist’s style. 7. AfL: Peer and self-assessment.	Week: 1. Portfolio of Work: Theme individual and group discussions 2. Research on Artists 3. Development of Personal Project ideas 4. Work on Personal Project. 5. Work on Personal Project 6. Experimentation with media. 7. AP1 – Christmas Test

	Spring 1	Spring 2
Focus/Context for Learning	Week: 1. Portfolio of work: contextual studies 2. Experimentation (traditional and experimental recording materials) 3. Same as above 4. Development of ideas informed by contextual and other sources 5. Test/Afl: Peer and Self-Assessment 6. Enrichment	Week: 1. Portfolio of work: Refine Ideas 2. Select appropriate resources, media, materials, techniques and processes 3. As Above 4. Develop their ideas through investigations informed by contextual and other sources 5. Test/Afl: Peer and Self-assessment 6. Enrichment

	Summer 1	Summer 2
Focus/Context for Learning	Week: 1. Portfolio of Work: Recording 2. Ideas Proposals – Tutorials 3. Ideas Proposals – Research 4. Development – Record ideas and development 5. Development – Theme discussions 6. Test/Afl: Peer and self-assessment	Week: 1. Portfolio work– Tutorials 2. Portfolio work – Research 3. Portfolio work – Experimentation 4. Summer Moderation 5. AP2 – Summer Test 6. Work Experience.



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**Year 11**

Edexcel	Autumn 1	Autumn 2
<b>Focus/Context for Learning</b>	Week: 1. Portfolio of work: Present Ideas 2. Presentation Techniques: Portfolios Displays 3. Sketchbooks displays and Design Development 4. As above 5. Design Development: Presentation of personal ideas 6. Test/AfL: Peer and self-assessment 7. Enrichment	Week: 1. Portfolio of work: Final Outcome 2. Final Outcome: tutorials 3. Research on appropriate artists/designers 4. Experimentation on appropriate techniques 5. Painting – coursework 6. Painting – coursework. 7. Christmas Exams – AP1
<b>Focus/Context for Learning</b>	<b>Spring 1</b> Week: 1. Portfolio of Work: Final outcome 2. Portfolio Display 3. Portfolio Display 4. Final designs for artwork. 5. Controlled Assessment expectations and themes: group discussions and individual tutorials 6. Discussion of External Assignment	<b>Spring 2</b> Week: 1. External Assignment: Contextual Studies 2. Research on appropriate Artists/Designers 3. As Above 4. Experimentation 5. Select appropriate resources, media, materials, techniques and processes 6. Exam preparation
<b>Focus/Context for Learning</b>	<b>Summer 1</b> Week: 1. Exam prep: Record 2. Final ideas - Proposals 3. Final Ideas – Research 4. Development – Record ideas and development 5. Final piece preparation. 6. Final Exam.	<b>Summer 2</b> Week: 1. Mounting of work - presentation 2. Internal Moderation 3. External Moderation 4. Enrichment