

## Curriculum Overview – Art

	Year 7	Year 8	Year 9	Year 10	Year 11
	<p>Shoes -</p> <p>Students complete a baseline tonal drawing activity</p> <p>Students are introduced to the 8 formal elements in Art and Design. Students learn about line and how it is used to create a range of artwork in different styles. Students learn the techniques required to create a successful observational drawing using tone. Students learn about mono printing and produce a mono print of their shoe. Students learn how to successfully use the grid method to show accurate proportion when drawing, including enlarging and decreasing in scale. Students create a range of observational drawings using different mark making techniques including pointillism, mark making and tone.</p>	<p>Lettering -</p> <p>Students complete a baseline tonal drawing activity</p> <p>Students continue to develop their observation al drawing skills using tone. Students explore the work of graphic designer Dave Carson and produce a collage of their own design demonstrating his influences and the use of typography. Students work from their collage piece to produce a piece of artwork in water colour. Students explore the work of Pop Artist Jasper Johns making connections with the work of Dave Carson. Students produce a range of artwork using overlaid letters and experimenting with a variety of media and techniques including colour pencil, mark making and tone.</p>	<p>Wild Art: Birds -</p> <p>Students complete a baseline tonal drawing activity</p> <p>Students continue to develop their observational drawings using tone. Students produce a drawing of a bird using a range of mark making techniques Students explore the work of the artist Jon Shaw and experiment with a range of techniques inspired by his work including oil pastel and water colour resist, printing with textures, water colour techniques and using sequin waste. Students create their own piece demonstrating the influences of Jon Shaw. Students explore the work of Kup Kup Land. Students produce a mono print of a bird and produce a final piece showing the influence of Kup Kup Land by layering with paper collage to show pattern and detail in their work.</p>	<p>Supporting Studies –</p> <p>Students complete a baseline colour drawing activity</p> <p>Students introduced to the GCSE course structure:</p> <ul style="list-style-type: none"> <li>- 60% coursework</li> <li>- 40% exam project</li> </ul> <p>Students will learn about the assessment criteria and the elements involved to be successful at GCSE</p> <p>Students introduced to the complete supporting studies element of the coursework component which will be completed between September and Christmas. Through a range of research, practical and written activities students will learn how to produce a successful project for GCSE including how to present and annotate their work. Students will learn how to create a written mindmap and a visual moodboard Students will learn how to analyse the work of an artist and produce an artist inspiration page</p>	<p>Coursework Project (continued)</p> <p>Students will continue with their coursework project, completing it by Christmas.</p> <p>Students will experiment further with a range of techniques, media and processes taking inspiration from their drawings and individual artists studied. Students will produce a range of possible design solutions for their final idea and refine these further to create a design for a final piece. Students will complete their final piece making connections with previous sketchbook work.</p>

				<p>Students will take a range of photos inspired by their artist and research</p> <p>Students will explore a range of drawing techniques developing their skills from KS3</p> <p>Students will explore a range of 2D and 3D techniques, processes and media appropriate to their work.</p> <p>Students will learn how to annotate their work using appropriate key language and terminology.</p> <p>Students will learn how to combine their ideas and studies to develop their work further.</p> <p>Students will learn how to plan and produce possible ideas for a final solution.</p> <p>Students will learn how to refine their ideas</p> <p>Students will produce a final outcome.</p>	
	<p>Bugs and Butterflies -</p> <p>Students complete a baseline colour drawing activity</p> <p>Students learn about the colour wheel including primary, secondary,</p>	<p>Architecture –</p> <p>Students complete a baseline tonal drawing activity</p> <p>Students create a paper collage of coloured and patterned buildings.</p>	<p>Mechanical Collections -</p> <p>Students complete a baseline tonal and colour drawing activity</p> <p>Students continue to develop their observational</p>	<p>Coursework Project –</p> <p>Students will choose a theme from a range of starting points.</p> <p>Students will complete a written mindmap and visual</p>	<p>Externally Set Exam Project</p> <p>Students will select one theme from a selection set by the exam board</p> <p>Students will explore their chosen theme and complete a personal body of work using the</p>

	<p>tertiary and complementary colours. Students learn about creating and using hues, tints, tones and shades in their work.</p> <p>Students learn how to overlay and blend colour pencils to create detail, depth and pattern in their work.</p> <p>Students create a coloured pencil study of a butterfly wing demonstrating the use of colour and pattern</p> <p>Students are introduced to the artist Eugene Seguy.</p> <p>Students create an A3 bug drawing using oil pastel and ink resist inspired by the work of Eugene Seguy.</p>	<p>Students explore the work of the artist Cheism and working from their collage produce a piece, demonstrating the influences of Cheism.</p> <p>Students explore the work of war artist John Piper and produce a range of architectural studies using a variety of techniques including monoprinting, pen and wash, oil pastel, biro and graphite.</p> <p>Students combine individual drawings to create a finished piece adding a checkered floor to show distance and perspective in their work.</p>	<p>drawing skills using different techniques and styles.</p> <p>Students explore the work of Artist Jim Dine and experiment with a range of mark making techniques using graphite, charcoal and ink.</p> <p>Students produce a mixed media study of tools demonstrating the influences of Jim Dine.</p> <p>Students explore the work of the artist Fernand Leger.</p> <p>Students use coloured papers to demonstrate the use of negative space.</p> <p>Students produce an abstract piece of artwork using layers of paper to show colour, shape and pattern inspired by Fernand Leger.</p> <p>Students produced a painted piece developed from their paper collage.</p>	<p>moodboard on their chosen theme</p> <p>Students will select 3 appropriate artists and create an artist inspiration for each, making connections with their theme</p> <p>Students will take a range of appropriate photos making connections with their chosen artists.</p> <p>Students will work from their own photographs to complete a range of drawings using appropriate techniques, media and processes in using tone and colour</p> <p>Students will develop their work in other 2D and 3D outcomes</p>	<p>skills and knowledge acquired previously.</p> <p>They will plan a final piece which will be completed in the ten-hour exam period.</p>
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