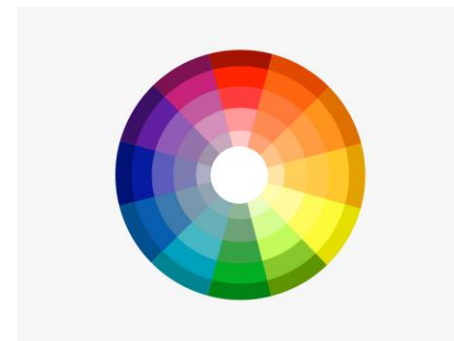
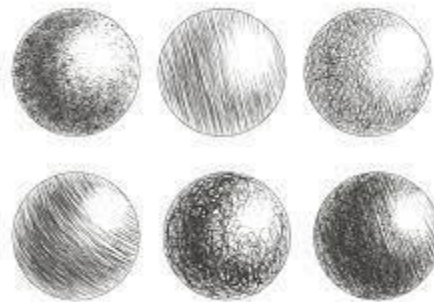
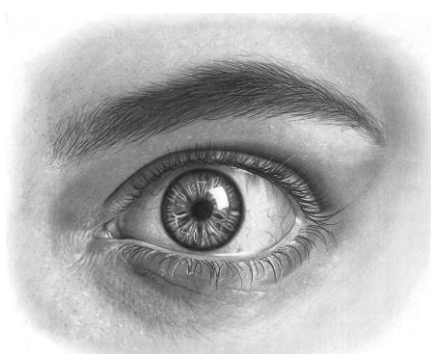


YEAR 7



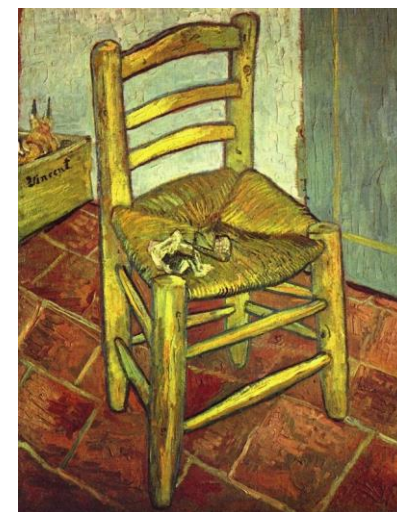
FOUNDATION SKILLS IN ART- ½ TERM 1,2 and 3

Students will explore basic art skills that every artist needs to know such as tone, line, texture, form and colour theory. They will produce a series of pages in their sketchbook that allows them to refine their skills in these formal elements, whilst also exploring some of the main media we use, such as, watercolour, paint and shading pencils. These basic skills will help to **EMPOWER** them towards becoming confident creators.



ART STYLES- ½ TERM 4,5 and 6

Students will become familiar with different art styles. They will explore different ways in which to create abstract art. They will become familiar with work by Van Gogh and they will learn how to attach their own meaning to their work. Finally, they will explore the work of cubist artists, such as, Picasso, before creating their own 3D Piece of work. This knowledge will **EMPOWER** them towards becoming cultured, confident creators.



Year 8

POP ART- Term 1, 2 and 3

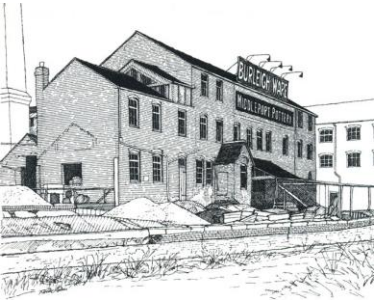
Students study iconic pop art pieces by Andy Warhol and Roy Lichtenstein. These visual literacy skills will help towards **EMPOWERING** them to understand the visual world around them. Students learn why artists choose to paint 'the everyday' and explore different techniques such as poly printing. Ultimately students create their very own 3D onomatopoeic explosion, thus **EMPOWERING** them with more skills and knowledge to become confident creators.

Pop Art- SWEET TREATS- Term 4,5 and 6

Students will learn how to draw photo realistic sweets by looking at the work of Sarah Graham. They will explore and refine their skills in different media such as oil pastels, charcoal and paint. In contrast, they will explore the expressive painting style of Debbie Miller and create a cupcake in her style using paint, before creating their very own clay cupcake! These knowledge and skills aims to **EMPOWER** students to become confident creators who are willing to take risks.



Year 9- “People and Places”



Landscape- Term 1

Students will learn about the basics of Landscapes before being introduced to the artist Michael Pritchard. They will explore collage and printmaking techniques before creating their own local landscape.



Figures– Term 2

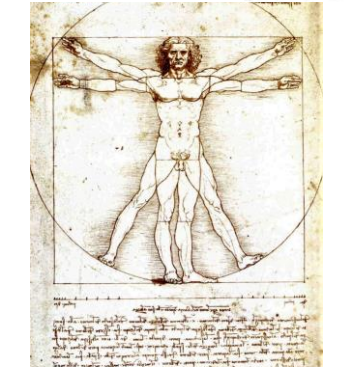
Students learn how the body is proportioned before exploring ways to give their work dynamism and meaning. Students study the style of the Futurists to create their own dynamic piece of art.



Identity- Term 3

Students will get the chance to reflect on their own identities and what makes them unique. They will study the work of Naomi Vona and create some work in her style. They will then combine their knowledge of figures with Naomi Vona to create a 3D figure made from wire and papier mache.

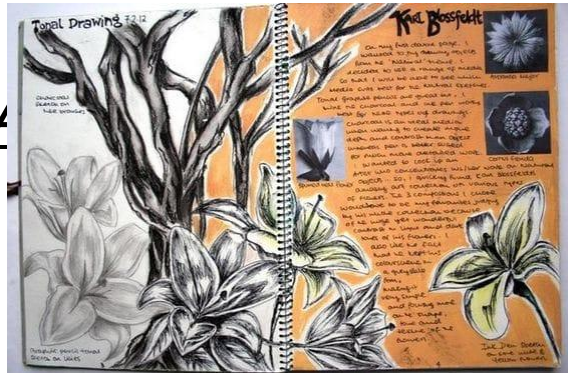
The curriculum in year 9 is designed to **EMPOWER** students to feel confident as they begin their transition in to GCSE art.



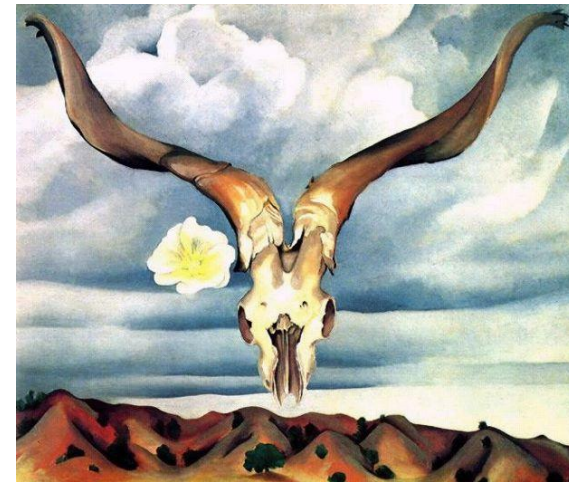
YEAR 10

AQA GCSE Art and Design PORTFOLIO (60%)- *Fine*

- September- April 'Natural Forms'



Students will explore the theme of Natural forms as part of their portfolio. Workshop style lessons exploring different techniques and media will **EMPOWER** them to make informed decisions about their own work as they begin their GCSE journey. They will be shown how to *RECORD* their ideas effectively in sketchbooks. Students will be shown how to use a wide range of media and be encouraged to *EXPERIMENT* with this knowledge. Students will be shown how to successfully analyse the work of others and use this knowledge to *DEVELOP* their own work . As students start to feel more confident, they will be encouraged to find something within the topic of Natural forms that is personal to them to develop further and *PRESENT* a meaningful outcome that showcases their understanding of the journey they have been on throughout the project.



YEAR 10/11

AQA GCSE Art and Design PORTFOLIO (60%)- *Fine Art*

- April- September 'PORTRAITURE'

For their second project students explore the theme of portraiture. In year 10, students *EXPERIMENT* in a wide range of media and techniques including different ways to *RECORD* portraits in proportion, printmaking and skin tone paint mixing. This knowledge **EMPOWERS** them to become more independent as they get ready to embark upon their own personal ideas.

- September- January 'PORTRAITURE MOCK'

Students will be **EMPOWERED** choose their own topic within portraiture to develop for the mock exam. They will spend time *RECORDING* their ideas in a variety of ways, including photography and drawing, before they *DEVELOP* their ideas through looking at artists and other cultural references. As they develop their ideas, they will begin to *REFINE* their work before *PRESENTING* a personal and meaningful outcome.



YEAR 11

AQA GCSE Art and Design- Fine Art- EXTERNALLY SET TASK (40%)



- January- April

Students will be issued the paper for the externally set task from as early as 1st January. They will choose ONE topic from the paper to develop as a project. Students will *RECORD*, *DEVELOP* their ideas in a variety of ways and analyse relevant work by artists before they *REFINE* their ideas and *PRESENT* a personal and meaningful outcome for their chosen topic. They will spend 10 hours under exam conditions over the course of 2 days to produce their final outcome/s.



YEAR 12- AQA Art and Design A-Level (Fine Art)

September- December

The course begins before students even start back as they are given the holiday homework to take photographs to inform their work when study begins. This **EMPOWERS** them to take their work in their own direction from early on. Students are taught in a workshop style format to begin with as they explore the theme of Architecture and Structures through a wide range of different media and techniques such as print making, painting, 3D, mixed media and large scale drawing. There will be plenty of opportunities to discuss and reflect upon the ideas, feelings and meanings that are conveyed through images and develop their art specialist vocabulary and understanding. This knowledge will help to EMPOWER them to be truly creative and understand their own work as well as those of others as they get ready to start their Personal Investigation.

January-August

Students are given the freedom to choose their own topic to develop for their Personal Investigation, through discussion and support from their teachers. They will *RECORD* and *DEVELOP* initial ideas for their whilst *EXPLORING* a range of media, sources, as well as, through the thorough and meaningful investigations of relevant artists and cultural references. They will start to discuss ideas with their teachers about what they wish to write about in their accompanying essay. These discussions will **EMPOWER** them to write a confident and effective essay relating to their personal investigation.

YEAR 13

-AQA Art and Design A-Level (Fine Art)

- September- January

Students will continue *EXPLORE* ideas for their Personal Investigation theme and begin to *REFINE* their work before getting ready to *PRESENT* a personal and meaningful outcome over their 15 hour MOCK exam that takes place under exam conditions over the course of 3 days in December. Alongside preparing for their mock exam, students will also be expected to write their accompanying draft essay of between 1000-3000 words. After this they have a short amount of time to refine and improve their personal investigation and finalise their essay before they commence their real Externally Set Task in Feb.

- February- April/May

Students will be issued with the Externally Set Task paper and will choose ONE topic to develop in to a project. Their previous studies will have given them the knowledge and skills to feel **EMPOWERED** to take creative paths as they *RECORD* and *DEVELOP* their ideas relating to their chosen topic. As they progress in their externally set task topic they will *EXPLORE* and *EXPERIMENT* with relevant media and materials and make *INFORMED* decisions about how to *DEVELOP* their ideas before planning and ultimately *PRESENTING* their final outcome/s over the 15 hours of exam conditions.