

## Subject: Art: Yearly Structure (Learning Journey)

**Vision: To develop personal skills and artist expression, in a way that puts our students at the forefront of industrial and academic practise. Brief overview of topics, themes, skills or key questions for each term:**

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p>Learning to see:</p> <p>This is a knowledge rich programme which helps develop student skills using pencil to both draw and shade accurately. Student will complete a variety of exercises and homework's to develop their knowledge of composition and draughtsmanship.</p>		<p>Impressionism</p> <p>Students study the work of Van Gogh to develop their understanding of Art History and mark making. They learn about Texture, Mark-making, Colour and lines using a variety of media. Student will complete a variety of exercises and homework's to develop their knowledge of composition and will complete an independent final outcome.</p>		<p>Antz</p> <p>Students will look at Installation art and work as a community to produce a response to the work of artist Rafael Gómezbarros. Students will analyse the installation work of artist and to write about his work confidently using art specific vocabulary, produce a suitable background for artist presentation, draw an insect in proportion using tonal gradation and mark making techniques and design and make a final response. This will then be collated and presented.</p>	
8	<p>Colour</p> <p>This is a knowledge rich programme which helps develop student skills using coloured pencil to both draw and shade accurately. Student will complete a variety of exercises and homework's to develop their knowledge of composition and draughtsmanship. This will included grid drawing and will draw on a number of skill learnt throughout Year 7. This will included grid drawing and will draw on a number of skill learnt throughout Year 7.</p>		<p>Typography</p> <p>Students are going to explore how some artists use typography, to create art and express at times a political point of view or personal ideas. They will learn about <i>fonts</i> and characters in a specific style and size. These characters include lowercase and uppercase letters, numbers, punctuation marks, and symbols. They will learn about industrial process and</p>		<p>Weave and 3 dimensions</p> <p>Students will look at contemporary artist Beatriz Milhazes and work to produce a response to her work Students will have to analyse the style and technique of the work writing and evaluating about her work confidently using art specific vocabulary, produce a suitable Weave and 3 dimensions background for the artist presentation, draw and experiment using different materials and mark making techniques and design and</p>	

		careers based around creativity. They will experience collage and mono printing and lino printing.	make a final response. This will then be collated and presented in classrooms.	
9	<p>Illustrative Art</p> <p>This is a knowledge rich programme which helps develop student skills using Automatic drawing and mark making Students use the artist Unica Zurn and for the artist presentation, draw and experiment using different materials and mark making techniques realised in print.</p>	<p>Patterns in Nature</p> <p>Students develop skills in drawing, collage, IT, photography and etching using nature as a starting point. Choosing to study the work of either</p> <p>Liz Taunt, Clare Caulfield or Dan Hiller and developing their own composition from this.</p>	<p>Observation</p> <p>Students develop academic skills using still-life as a starting point, they will develop drawing, rendering and accuracy skills, looking at the work of Tjalf Sparnaay. They will also look at historical context of art and write about symbolism genre and meaning.</p>	
10	<p>Fantastic and Strange:</p> <p>Students learn how to do research and presentation skills in their sketchbook Using HEA JUNG LEE as a starting point. They develop skills in painting watercolour, skin tones, drawing composition and portraiture. Looking at DEREK MYERS students experiment with Mark making, photography, ink drawing, media experiments and final compositions.</p>	<p>Fantastic and Strange:</p> <p>Students produce portrait photography, develop skills in mono &amp; drypoint printing, media &amp; printing experiments, developing ideas through sketching and annotations finally showing learning through their final response. After looking at the work of Pat Perry and Lea Nahon and Luke Dixon.</p>	<p>Personal Investigation</p> <p>Students respond to one of seven titles given by the exam board and structure their own project based on their chosen influences and artists and specialisation in a range of chosen media In preparation for year 11. In this moduel students learn research and presentations skills, working on units AO1/AO3</p>	
11	<p>Personal Investigation</p> <p>Students respond to one of seven titles given by the exam board and structure their own project based on their chosen influences and artists and specialisation in a range of chosen media. In</p>	<p>Examination Period</p> <p>Students respond to one of seven titles given by the exam board and structure their own project based on their chosen influences and artists</p>	10hr Art exams	Leave Springwood

	<p>this module students develop and explore a range of techniques and processes/ develop analytical and annotation skills which culminates in a final piece in a media of their choice. Students have weekly tasks to complete which they can interpret using their own sub-cultures</p> <p>students study units AO1/ AO2/AO3/AO4</p>	<p>and specialisation in a range of chosen media In preparation for year 11. In this module students show their research and presentations skills, range of techniques and processes/ develop analytical and annotation skills which culminates in a final piece completed under timed conditions working on units</p> <p>AO1/AO2/AO3</p>	AO4	
12	<p>Three teacher directed short skill based projects based themes of isolation, folded and interiors. Students explore visual communication, body language, colour theory, sculpture mark making drawing, sketching and painting, digital media and printing to develop skills.</p>	<p>Teacher directed skill based project based on accuracy/ pencil drawing and tonal shading. Students produce an A1 detailed portrait based on primary source images. This is an extend piece of work</p>	<p>Students develop personal practice using their own project to collect evidence and planning to gather evidence for AO1/AO2/AO3/AO4. Students explore narrative and symbolism as topics choosing influences, artists and specialisation in a range of media in preparation for year 13. In this module students learn to work independently, structure their own project with teacher support. Students develop their general skills, planning and academic research. Students will be expected to work to a number of set briefs and tasks.</p>	<p>Students develop their understanding of Art and academic writing, planning undertaking more complex work which shows their skill both in and out of their sketchbook, working and developing both Fine Art and Commercial outcomes. Students will be expected to work independently as well as feeding back using peer assessment. A number of set briefs which can be individual responded to are set. Students are taught through 1:1, paired learning, group tutorials and presentations with taught technical lessons.</p>

13	<p>Students develop their understanding of Art planning undertaking more complex works, working and directing their programme of study. Students will be expected to work independently as well as feeding back using peer assessment. A number of set briefs which can be individual responded to are set for students to respond to. Students are taught through 1:1, paired learning, group tutorials and presentations with taught technical lessons. A 3000 word reflective essays will also be written and directed time will be given to this.</p>	<p>Students respond to one of seven titles given by the exam board and structure their own project based on their chosen influences and artists and specialisation in a range of chosen media In preparation for year 11. In this module students show their research and presentations skills, range of techniques and processes/ develop analytical and annotation skills which culminates in a final piece completed under timed conditions working on units</p> <p>AO1/AO2/AO3</p>	<p>15hr Art exams</p> <p>AO4</p>	<p>Leave Springwood</p>
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- Super-Learning Day involvement (Year group): 7/8/9/10/13
- Competitions taken part in (year group, rough idea of dates):  
**Norfolk Art & Design Competition**
- External speakers in/visits out/field trips (Year group? When? Anything compulsory for the course?):  
**A variety of visiting professional visit the department include well known artists and illustrators, visiting universities like NUA visit the school once a term to work with students in KS4/5**
- Exam syllabus followed (GCSE/A level (or equivalent) – if different for different year groups please state: **AQA Art & Design Fine Art**
- Any cross-curricular opportunities: Art Clubs/ Go-go project outreach/ exhibitions and field trips
- **New York Oct 19 Year: 11/10**
- **New York April 22 Year 10/11**
- **Graffiti tour and spittle fields market Oct 19 Year 10/12**
- **Saatchi Gallery/ V&A Nov 19 Year 9/10**
- Lunchtime:

- Monday: KS3: BA3. P16 BA2: KS4: BA4
  - Tuesday: KS3: BA3. P16 BA2: KS4: BA4
  - Weds: KS3: BA3. P16 BA2: KS4: BA4
  - Thurs: KS3: BA3. P16 BA2: KS4: BA4
  - Fri: Closed
  - After School:
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- Tuesday 3:30-4:30: G&T/ Art/ Photography: Yr 10
  - Weds: 3:30-4:30: Master classes: Staff training in B12 and Darkroom.
  - Thurs: 3:30-4:30: Year 11 Art/ Photography: Yr 11
  - Fri: Department closes at 4:00

