

Subject: Art

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: 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>Learning to see: 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 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>Impressionism 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 Students will look at Installation art and work as a community to produce a response to the work of artist Rafael Gómezbarros . Students will have to analyse the installation work of Rafael Gómezbarros and to write about his work confidently using art specific vocabulary, produce a suitable background for your 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 in school as an installation in the school foyer.</p>	<p>Antz Students will look at Installation art and work as a community to produce a response to the work of artist Rafael Gómezbarros . Students will have to analyse the installation work of Rafael Gómezbarros and to write about his work confidently using art specific vocabulary, produce a suitable background for your 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 in school as an installation in the school foyer.</p>
8	<p>Colour 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</p>	<p>Colour 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</p>	<p>Typography 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</p>	<p>Typography 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</p>	<p>Weave and 3 dimensions 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</p>	<p>Weave and 3 dimensions 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</p>

	composition and draughtsmanship. This will include grid drawing and will draw on a number of skills learnt throughout Year 7.	composition and draughtsmanship. This will include grid drawing and will draw on a number of skills learnt throughout Year 7.	lowercase and uppercase letters, numbers, punctuation marks, and symbols. They will learn about industrial process and careers based around creativity. They will experience collage and mono printing and lino printing.	lowercase and uppercase letters, numbers, punctuation marks, and symbols. They will learn about industrial process and careers based around creativity. They will experience collage and mono printing and lino printing.	confidently using art specific vocabulary, produce a suitable background for the artist presentation, draw and experiment using different materials and mark making techniques and design and make a final response. This will then be collated and presented in classrooms.	confidently using art specific vocabulary, produce a suitable background for the artist presentation, draw and experiment using different materials and mark making techniques and design and make a final response. This will then be collated and presented in classrooms.
9	Teacher directed skill based project work to develop student skills (illustration, paint, conceptual, pencil, Photoshop and sculpture work)	Teacher directed skill based project work to develop student skills (illustration, paint, conceptual, pencil, Photoshop and sculpture work)	Teacher directed skill based project work to develop student skills (illustration, paint, conceptual, pencil, Photoshop and sculpture work)	Teacher directed skill based project work to develop student skills (illustration, paint, conceptual, pencil, Photoshop and sculpture work)	Teacher directed skill based project work to develop student skills (illustration, paint, conceptual, pencil work)	Teacher directed skill based project work to develop student skills (illustration, paint, conceptual, pencil work)
10	Teacher directed skill based project work to develop student skills (illustration, paint, conceptual, pencil work)	Teacher directed skill based project work to develop student skills (illustration, paint, conceptual, pencil work)	Teacher directed skill based project work to develop student skills (illustration, paint, conceptual, pencil work)	Teacher directed skill based project work to develop student skills (illustration, paint, conceptual, pencil work)	Personal investigation and specialisation in a range of chosen media In preparation for year 11.	Personal investigation and specialisation in a range of chosen media In preparation for year 11.
11	Personal investigation: Title: Reflection and Distortion	Personal investigation: Title: Reflection and Distortion	Exam Questions given out. Student complete personal research into chosen topic.	Student complete personal research into chosen topic.	10hr Art exams	Leave Springwood
12	Teacher directed skill based project work to develop student skills. This will be based on drawing painting and printing where students will develop personal.	Teacher directed skill based project work to develop student skills. This will be based on drawing painting and printing where students will develop personal.	Personal investigation major unit and specialisation in a range of chosen media	Personal investigation major unit and specialisation in a range of chosen media	Personal investigation major unit and specialisation in a range of chosen media	Personal investigation major unit and specialisation in a range of chosen media
13	Personal investigation major unit and specialisation in a range of chosen media	Personal investigation major unit and specialisation in a range of chosen media	Exam Questions given out. Student complete personal research chosen topic.	Student complete personal research into chosen topic.	15hr Art exams	Leave Springwood

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

LEN New York Oct 19 Year: 11/10

LEN New York March 20 Year 12/13

LEN Graffiti tour and spittle fields market Oct 19 Year 10/12

CJY: Harry Potter as performing Arts trip JAN 20 Year 8

SEM: 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:

Tuesday 3:30-4:30: G&T Photography: LEN

Weds: 3:30-4:30: studio time: Staff training in B12 and Darkroom.

Thurs: 3:30-4:30: Year 11 G&T (Invite only) Until Christmas Year 10 G&T after this. AAE/ ZFS (BA4)

Thurs: 3:30-4:30: KS3 Art Club: open to year 7/8 students interested in doing art at GCSE: CJY (BA3)

Fri: Department closes at 4:00

Any further resources you wish children/parents to be directed to?

Instagram: springwoodhighartdept.