

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>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>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 .</p>	<p>Antz</p> <p>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</p>	<p>Colour</p> <p>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</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.</p>	<p>Typography</p> <p>lowercase and uppercase letters, numbers, punctuation marks, and symbols. They will learn about industrial process and careers based</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</p>	<p>Weave and 3 dimensions</p> <p>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</p>

	exercises and homework's to develop their knowledge of composition and draughtsmanship.	learnt throughout Year 7.	They will learn about <i>fonts</i> and characters in a specific style and size. These characters include	around creativity. They will experience collage and mono printing and lino printing.	technique of the work writing and evaluating about her work confidently using art specific vocabulary, produce a suitable	collated and presented in classrooms.
9	<p>Patterns in Art:</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 Shohei Otomo and Dan Hiller and developing their own composition from this.</p>	<p>Patterns in Art:</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 Shohei Otomo and Dan Hiller and developing their own composition from this.</p>	<p>Observation:</p> <p>Students develop academic skills using stilllife 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>	<p>Observation:</p> <p>Students develop academic skills using stilllife 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>	<p>Personal Investigation</p> <p>Based on the theme Fantastic and Strange</p> <p>Students respond to a variety of artists work. They follow a shortened GCSE based project structure with their own chosen influences and artists and specialisation in a range of chosen media In preparation for year 10. In this module students learn research and presentations skills, working on units AO1/AO3</p>	<p>Personal Investigation</p> <p>Based on the theme Fantastic and Strange</p> <p>Students respond to a variety of artists work. They follow a shortened GCSE based project structure with their own chosen influences and artists and specialisation in a range of chosen media In preparation for year 10. In this module students learn research and presentations skills, working on units AO2/AO4</p>
10	<p>Expressions:</p> <p>Students learn how to do research and presentation skills in their sketchbook Using Agnes Cecile as a starting point.</p>	<p>Expressions:</p> <p>Students learn how to do research and presentation skills in their sketchbook Using Hope Gangloff as a starting point.</p>	<p>Expressions:</p> <p>Students produce portrait photography, develop skills in mono & dry point printing,</p>	<p>Expressions:</p> <p>Students produce portrait photography, develop skills in painting and drawing to</p>	<p>Personal Investigation</p> <p>Students respond to one of seven titles given by the exam board and structure</p>	<p>Personal Investigation</p> <p>Students respond to one of seven titles given by the exam board and structure</p>

	They develop skills in painting watercolour, skin tones, drawing composition and portraiture. Students experiment with Mark making, photography, ink drawing, media experiments and final compositions.	They develop skills in painting watercolour, skin tones, drawing composition and portraiture. Students experiment with Mark making, photography, ink drawing, media experiments and final compositions.	media & printing experiments, developing ideas through sketching and annotations finally showing learning through their final response. Hope Gangloff and Agnes Cecile students are encouraged to find their own artistic influence and produce a range of prints	develop their final response. This is based on a narrative and conceptual nature of the students own choosing but should reflect their lives and ideas. Each outcome will be personal to the creator and should show their skills ability and ambition.	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 learn research and presentations skills, working on units AO1/AO3	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 learn research and presentations skills, working on units AO1/AO3
11	Personal Investigation 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 learn research and presentations skills, working on units AO1/AO3	Personal Investigation 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 learn research and presentations skills, working on units AO2/AO4	Exam Preparation: 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 learn research and presentations skills, working on units AO1/AO3	Exam Preparation: 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 learn research and presentations skills, working on units AO2/AO3	10hr Art exams	Leave Springwood
12	Teacher directed skill based project work to develop student skills. This will be based on drawing painting	Teacher directed skill based project work to develop student skills. This will be based on drawing	Personal investigation major unit and specialisation	Personal investigation major unit and specialisation	Personal investigation major unit and specialisation	Personal investigation major unit and specialisation

	and printing where students will develop personal.	painting and printing where students will develop personal.	in a range of chosen media	in a range of chosen media	in a range of chosen media	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

Curriculum plan art