

	Year 7	Year 8	Year 9
<p>Autumn half term 1 Sequential knowledge and skills</p> <p>7 weeks</p>	<p><u>'Autumn' – Formal element</u> <u>Fine art</u> Introduction to the formal elements (Line, tone, shape, form, colour, texture, pattern) through observational drawings using a variety of media. Following the design process and skill building— from KS2. Observed studies of Autumn natural forms. Exploring mark making, collage, colour mixing with coloured pencils and paint.</p> <p>Research artists inspired by nature—Andy Goldsworthy, Georgia O’Keeffe, Karl Blossfeldt and David Hockney.</p> <p>Artist from the past and present will be explored in lessons and for homework - artists who have used a variety of media - mixed media, sculptors, painters, ceramicist, photographers, illustrators – linked to the creative industries for Careers.</p>	<p><u>Voyages of Discovery</u> <u>Cultural, 3D clay, mixed media</u> Using Captain Cook’s voyages as the inspiration pupils will explore a range of imagery in a variety of different media following the design process. They will produce a variety of studies about Captain Cook’s adventures and from exotic environments which will lead to a clay tile/jewellery. Revisiting prior knowledge of media and techniques. Introduced to new media – Quink in and bleach, mono printing, watercolour painting. Observations of plants/flowers and reptiles discovered on the voyages.</p> <p>Botanical art – Joseph Banks/Sydney Parkinson, Dictionary art, reptile art. Art from other cultures – Maori, Hawaiian/Tahitian</p> <p>Educational Visit to the Captain Cook museum and Mima modern art gallery – if suitable exhibitions are scheduled.</p>	<p><u>Carelessness has consequences</u> <u>Fine art/Graphics</u> <u>Digital art</u> Pupils will be given a design brief based on designing a poster or presenting photography based on plastic beach/sea waste, global warming/pollution or de-forestation. They will explore global issues surrounding global warming, pollution, saving the planet. Pupils will explore a variety of imagery using mixed media to produce an environmental poster/photography.</p> <p>Subject matter – plastic bottles, effects on wildlife such as plastic bags, nets, plastic, pollution imagery such as chimneys, industry. Animals, skulls. They will look at a wide range of artists.</p> <p>Some students will produce a final outcome based on plastic sea waste using the DSLR camera and Adobe Photoshop.</p>
<p>Assessment Content and methods used to judge learning</p>	<ul style="list-style-type: none"> • Specific assessment homework tasks that enable pupils to be assessed on observations, use of media and understanding/written elements. • One homework is marked by using peer assessment • Assessment is made on book work in a summative way which includes both class work and homework. • Department moderation booklet/moderation meeting 	<ul style="list-style-type: none"> • Specific assessment homework tasks that enable pupils to be assessed on observations, use of media and understanding/written elements. • One homework is marked by using peer assessment • Assessment is made on book work in a summative way which includes both class work and homework. • Department moderation booklet/moderation meeting 	<ul style="list-style-type: none"> • Specific assessment homework tasks that enable pupils to be assessed on observations, use of media and understanding/written elements. • One homework is marked by using peer assessment • Assessment is made on book work in a summative way which includes both class work and homework. • Department moderation booklet/moderation meeting

<p>Autumn half term 2 Sequential knowledge and skills</p> <p>8 weeks</p>	<p><u>'Autumn' – Formal elements</u> <u>Fine art</u></p> <p>Understand the colour wheel and how to mix, blend and apply paint. Pupils will gain confidence and control of paint by practicing mixing, blending and applying paint to a leaf study. Creating studies of mushrooms, acorns etc.</p> <p>Group work in the style of Andy Goldsworthy.</p>	<p><u>Cultural, 3D clay, mixed media</u></p> <p>Drawings of man-made imagery - The Endeavour, anchors, rope, compasses, pistols etc. Native art from New Zealand, Hawaii using Quink ink and bleach. Develop a card relief on a Maori/Kiki God to help pupils understand low relief ready to develop into clay.</p>	<p><u>Carelessness has consequences cont.</u></p> <p>Photography/Adobe photoshop - pupils may collect beach plastics and photograph in college.</p> <p>Posters – could link with ICT department and Geography for cross-curricular. Posters/photography continued.</p>
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<p>Spring half term 3 Sequential knowledge and skills</p> <p>5 weeks</p>	<p><u>Completing 'Autumn' Formal elements</u> <u>Beginning Aboriginal Sea-life</u> <u>3D/Print/Cultural</u></p> <p>Sea-life theme looking at Aboriginal images. Observational drawings and second hand recordings of sea-life forms and Aboriginal images.</p> <p>Comparing Ernst Haeckel to Aboriginal art to inform research and understanding for the assessment homework.</p>	<p><u>Voyages of Discovery cont.</u></p> <p>Pupils to continue to develop their research to lead to designing a clay tile/jewellery.</p>	<p><u>Mini Project – Portraiture/Great artists</u> <u>Theoretical – mixed media/digital</u></p> <p>Exploring how artists have explored identity/portraiture within their artwork. Looking at Van Gogh, Picasso, Warhol and Opie. Creating their own self portrait from a photograph.</p> <p>Options talk to all Y9 classes – careers discussed.</p>
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<p>Spring half term 4 Sequential knowledge and skills</p> <p>6 weeks</p>	<p><u>Aboriginal Sea-life</u></p> <p>Learning about the Aboriginal culture. Compare 'The Creation' stories by Christians and Aborigines. Dot paintings techniques in class and related to beachcombing journey homework.</p> <p>Design and making of an Aboriginal Sea-life cardboard sculpture.</p> <p>Extension task - Completing a press print from Aboriginal research.</p>	<p><u>Clay tile continued – making their clay tile/jewellery</u></p> <p>Write an account of their experiences on the back – imagining they are a member of the crew – Writing for a purpose</p> <p><u>Terrific Towers</u></p> <p><u>Drawing/print/ imagination/3D</u></p> <p>Timeline of Architecture explored. Observed drawing of buildings—religious, modern, old, the school building and significant building in the area using a variety of media.</p>	<p><u>Masks – Heroes V's Villains Cultural, 3D construction</u></p> <p>Pupils will be introduced to a variety of possible outcomes from Superheroes and Fairy tales – Heroes and Villains. Pupils will select a theme they would like to research, design and make into a 3D mask.</p> <p>Record a variety of bird and feathers in a range of media. Pupils will also choose specific subject matter such as reptiles and animals to enhance their mask. They will also select appropriate birds to allow for more 'scary' or 'pretty' masks. Explore and research a variety of different cultures and why masks are made.</p>
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	<p><u>Metamorphabets</u></p>	<p><u>Terrific Towers cont.</u></p>	<p><u>Masks – Heroes V's Villains cont. Cultural, 3D construction cont.</u></p>

<p>Summer half term 5 Sequential knowledge and skills</p> <p>6 weeks</p>	<p><u>Graphic design/imagination</u></p> <p>Observing and recording a range of natural and man-made forms relating to their identity. Revising letter design work from the Autumn project. Researching different forms of lettering and fonts including Celtic manuscripts and the work of Victor Koen.</p>	<p><u>Drawing/print/ imagination/3D</u></p> <p>One-point, two-point and aerial perspective explored. Research architects—Zaha Hadid, Norman Foster, Gaudi</p>	<p>Develop a range of ideas for their mask.</p> <p>Link to the creative industries – how feathers have been used as inspiration within a variety of different industries. Theatre/film costumes, masks and headwear to be discussed.</p>
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<p>Summer half term 6 Sequential knowledge and skills</p> <p>7 weeks</p>	<p><u>Metamorphabets cont.</u></p> <p>Developing an imaginary, metamorphabet letter— one natural from Autumn and Aboriginal projects and one man-made from new studies.</p> <ul style="list-style-type: none"> • Tour of GCSE/ A level art exhibition – pupils decide on which is their favourite art, textiles and photography piece in each room and discuss why 	<p><u>Terrific Towers cont.</u></p> <p>Pupils imaginatively design and create a terrific tower from an amalgamation of buildings – mono print enlarged design and watercolour.</p> <ul style="list-style-type: none"> • Tour of GCSE/ A level art exhibition – pupils decide on which is their favourite art, textiles and photography piece in each room and discuss why 	<p><u>Masks – Heroes V's Villains cont.</u> <u>Cultural, 3D construction cont.</u></p> <p>Constructing the 3D bird mask using paper mache, card relief etc.</p> <ul style="list-style-type: none"> • Tour of GCSE/ A level art exhibition – pupils decide on which is their favourite art, textiles and photography piece in each room and discuss why
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