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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Year 7**  | **Formal elements:**Line, shape, form and ToneBaseline testsObservation work from objects  | **Formal elements:**Line, shapeInfluenced by Picasso line drawingsOther drawing techniques and dry and ink monoprinting | **Formal elements:**Shape, colourInfluenced by the work of Sonia DeluanayUsing colour theory and paint to compose circular and geometric pieces | **Formal elements:**Shape, colourInfluenced by the work of Sonia DeluanayUsing colour theory and paint to compose circular and geometric pieces | **Formal elements:**Shape, Pattern and colourInfluenced by the work of Joan MiroUsing mixed media to create abstract pieces | **Formal elements:**Shape, Pattern and colourInfluenced by the work of Joan MiroUsing mixed media to create abstract pieces |
| **Year 8** | **Perspective**Understanding 1 and 2 point perspective culminating with designs for architecture | **Experiments**Influenced by the work of Ian Murphy. Trialling ink painting, pen drawing and monoprinting using different backgrounds | **Personal responses**Influenced by the work of Ian Murphy. Using student reflections to from term 2 to create a personalised response | **Perspective and 3D design**Using the prior learning from Term 1 to design a façade architecture design to construct | **Construction**Constructing façade using cardboard focusing on form | **Construction**Constructing façade using cardboard focusing on form |
| **Year 9** | **Hyper-realism**Influenced by the work of Kate Brinkworth, using drawing and painting techniques to create hyper-realist pieces based on coca cola bottles | **Cakes and biscuits – Pop Art**Influenced by the work of Joel Penkman. Creating shades, tints and tones from biscuits and cakes using paint and colouring pencil | **Packaging and graphics**Experimenting with Oil pastels investigating package design on crisp packets and use of colour | **Chocolate bar design**Learning how to create to a design brief for the Graphics industry designing a new chocolate product | **Chocolate bar design**Learning how to create to a design brief for the Graphics industry designing a new chocolate product | **Observation**Revisiting and introducing new techniques to create fine art pieces for observation skills |
| **Year 10** | **Observation** Use of observational skills using grid and pen to work from personal photography | **Ism and movement**Selecting of an artist from the ism or movement to create experiments to understand the structure of a project | **Techniques and processes**Focusing on widening use of techniques and processes for the assessment objectives such as charcoal and printing techniques | **Techniques and processes**Focusing on widening use of techniques and processes for the assessment objectives charcoal and printing techniques | **Personal selection of coursework project**Student led project theme that will run up to Christmas encompassing all learned previous terms | **Personal selection of coursework project**Student led project theme that will run up to Christmas encompassing all learned previous terms |
| **Year 11** | **Personal selection of coursework project**Student led project theme that will run up to Christmas encompassing all learned previous terms | **Personal selection of coursework project**Student led project theme that will run up to Christmas encompassing all learned previous terms culminating with a mock experience but creating 60% work | **ESA, externally set assignment by the exam board**Students selects a theme from the exam paper and creates investigations in response to that | **ESA, externally set assignment by the exam board**Students selects a theme from the exam paper and creates investigations in response to that | **ESA, externally set assignment by the exam board**Students selects a theme from the exam paper and creates investigations in response to that. Culmination of ESA with supervised test portion 10 hours | **Not required** |
| **Year 12** | **Key technical skills** Using 3D observation skills creating pieces using drawing, painting, printing | **Encounters project**Learning what? How? Why? In creating a project to A level standard focusing on the assessment objectives | **Mock paper**Using an old ESA paper students select a project and create investigations up to a final outcome | **Mock paper**Using an old ESA paper students select a project and create investigations up to a final outcome | **Mock paper**Completion of project and introductionof their **Personal Investigation** see term 6 | **Personal Investigation**Student led investigations into a theme of their choice encompassing the 4 assessment objectives |
| **Year 13** | **Personal Investigation**Student led investigations into a theme of their choice encompassing the 4 assessment objectives | **Personal Investigation**Student led investigations into a theme of their choice encompassing the 4 assessment objectives. Practical responses and a written element | **Personal Investigation**Completion of practical responses and a written element**ESA, externally set assignment by the exam board**Students selects a theme from the exam paper and creates investigations in response to that | **ESA, externally set assignment by the exam board**Students selects a theme from the exam paper and creates investigations in response to that | **ESA, externally set assignment by the exam board**Students selects a theme from the exam paper and creates investigations in response to thatCulminating with a 15 hours supervised test | **Not required** |