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		Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7		We begin Yr 7 with a project based on The Formal Elements. We explore ideas and collect visual information based on the basics in art and design. Students will develop skills in working with basic 2D and 3D media depicting tone; colour; line; shape; form and pattern. This will then inform a final outcomes still exploring those basic themes. The unit will provide students with an excellent introduction to the use of a sketchbook in which they will be encouraged to be creative and experiment.			ART-KEEMO TEXTILES- IDENTITY 3D DESIGN- ARCHITECTURE GRAPHICS- TYPOGRAPHY ALL BASED ON AN AVERAGE OF 3 or 4 LESSONS EACH HALF TERM.		
		ART- Formal Elements- Pupils will investigate the elements of Art-line, tone, colour, shape, pattern and texture using a variety of materials. This will be over a period of lessons or in their homework booklet	ART-KEEMO- contemporary portrait artist Keemo is introduced. Analysing artists techniques- Content, Form, Process, Mood is introduced, and sketchbook research pages begin.	ART-KEEMO-.colour mixing and the colour wheel (re cap on Primary knowledge) are introduced. Mark making can be introduced for larger areas. Why is Mark Making important? Links to Formal Elements and traditional artists – Van Gogh	ART-KEEMO-Traditional Artists including Picasso are studied- contemporary and traditional similarities and contrasts discussed. Development introduced (GCSE link) piece of work using their own photographs and artists links.	ART-KEEMO- collage papers will be prepared for the Keemo character utilising mark making techniques. How to interpret drawing through collage techniques. Drawing and its many forms.	ART-KEEMO- Constructions and refinement of final piece. How to be selective with your materials and to critique your work.
		3D ARCHITECTURE - Introduction to Architecture. What it involves and initial studies on some of the world's most iconic Architects: Gehry, Libeskind and Hadid.	3D ARCHITECTURE - Learn how to develop ideas using a variety of different drawing techniques. Including quick observational pencil sketching focusing on shape and form. 2D elevation drawings.	3D ARCHITECTURE - Perspective drawing 1 and 2 point. Model making processes and techniques. Cardboard modelling inspired by Daniel Libeskind and Rem Koolhaas. Angular shapes and forms.	3D ARCHITECTURE - Paper and card modelling. Tooling in the workshop with the introduction of acrylic moldings using the strip heater. Sanding and MDF modelling.	3D ARCHITECTURE - Designing and 3D modelling on SketchUP. Development of presentation skills and tools and techniques of the software.	3D ARCHITECTURE - Final piece refinement, finishing and evaluation. Detailing on the models,
		GRAPHICS Introduction to typography, layout, composition and why certain styles of typeface are used. We will discuss the role of the Graphic Designer such as; logo design, packaging, design for websites, gaming, newspapers & magazines, illustration, book cover design, animation etc	GRAPHICS Students will undertake a series of drawing workshops and will experiment with type. Skills; Improving drawing skills	GRAPHICS – Introduction to logos and branding Skills; Improve knowledge of contemporary and historical design, understanding of design process, improve own drawing and design skills. TEXTILES – Continue design sheet, paper collage, mono print, creative writing, use of fine liner to refine work, discussing work and themes covered. Why is looking at identity and themes surrounding it important? Self and peer assessment.	GRAPHICS – Students will learn about text as image Skills; improve drawing, and composition TEXTILES – Learn basic hand stitching techniques - homework's to include self-led research in discovering stitches and hand embroidery techniques, creating their own 'how to' guide, including running, cross, blanket stitch and French knots and create a stitching sample. Design scrap doll outcome using templates and colour theory ideas. Learn how to use templates and cut felt fabric from templates, including themes and features to be used.	GRAPHICS – Introduction to personification with the work of Paul Thurlby and Luciano Lozano. Skills; Improve knowledge of work of others TEXTILES – Create scrap doll outcome, learn to pin and stitch templates, use of felt, how to do applique and apply stitching techniques learnt in Spring 2, using their stitch knowledge to create pattern and design. Learn how to add bead work and any other embellishments that the student might want to use outside of the suggested materials. Learn how to use wadding and stitch final elements together to make mini pin style cushion.	GRAPHICS– create a poster, evaluate and refine. Skills; Improve drawing, composition, presentation, painting, understanding of how image and text work together. TEXTILES – Finish outcome and refine. Peer support from those who finish first and extension tasks and return to design sheet to refine and act on final feedback. Evaluation of project.
		TEXTILES - Introduction to and research Identity as a theme and produce a scrap doll outcome. Students will explore celebrating identity, cultures, societal themes and relevant artists such as Hattie Stewart, Catherine Zacchino, Tim Burton and Ana Ventura. Techniques including observational drawing, title work (typography link with Graphics) applying colour theory, blending and shading skills being taught in art formal elements, collage and annotation to support their artist research and outcome. Self-assessment.	TEXTILES – Learn how to develop and continue the ideas in autumn 1, improve drawing skills, explore the meaning and symbolism of themes in identity and self-exploration.' Continue sketchbook work with a focus on colour theory, blending, tonal pencil drawing and key words. Peer assessment.				
Assessments		Ongoing assessment of sketchbooks and homework.	Ongoing assessment of sketchbooks and homework..	Ongoing assessment of sketchbooks and homework.	Ongoing assessment of sketchbooks and homework.	Ongoing assessment of sketchbooks and homework.	Ongoing assessment of sketchbooks and homework.

Year 8	Yr 8 are introduced to three-dimensional construction, relief work and a more extensive range of both 'wet' and 'dry' materials. Pupils are encouraged to use their sketchbooks more fluently to explore a range of Artist and Cultures.			ART- CELLS TEXTILES- DAVID HOCKNEY LANDSCAPES GRAPHICS - ABSTRACT TYPOGRAPHY 3D-HEADPHONE TIDY		
	<p>ART- Cells- Cross curricular links and artists introduced looking at pattern, shape and colour. Research pages begin drawing on Yr 7 knowledge.</p> <p>GRAPHICS – Introduction to logo design/branding. Basic elements, shape, size, layout & typography. This project will build on their knowledge from Year 7 and allow them to apply it to their own branding.</p> <p>3D – Project intro. Initial research into the brief and problem solving. Analysing the brief and gathering research on existing products. Questioning the notion of form v function and mind mapping questions around functionality and ergonomics.</p> <p>TEXTILES – David Hockney Landscapes. New textiles techniques discussed in addition to developing hand embroidery skills taught in Y7. Employ skills learnt from Y7 to sketchbook, including border work, colour theory, blending and shading. Title work based on tribal fonts. Self-assessment.</p>	<p>ART-Cells Skill and accuracy is developed through observational drawings. Composition is revisited- focal point and scale. Students should begin to form opinions about artist's work. Mixed media techniques used.</p> <p>GRAPHICS – Logo design continued. Development of ideas producing a logo for a children's juice brand. Skills; improve observational drawing, creative thinking</p> <p>3D – Sketching techniques, building upon Architectural idea generation into product design. Rounding and finding shapes and form. Learning how to present ideas and visualise the development of product ideas.</p> <p>TEXTILES – Continue sketchbook work. Learn how to develop and continue the ideas in autumn 1, improve drawing skills, explore the meaning and symbolism in the landscape work, including pattern, colour symbolism. Look at David Hockney images for pattern, colours, collage techniques and annotation. Peer assessment.</p>	<p>ART- Cells Research page on knowledges and appreciation for Ceramic designers. Design Process-designs created for cell inspired pinch pot influenced by cells from microscopic imagery. 2B pencils introduce to create a range of values on their pot.</p> <p>GRAPHICS – Research into drinks packaging before researching and exploring artists work. Use of continuous line and character design. Skills; Improve knowledge of work of others, improve drawing skills</p> <p>3D – Paper and card modelling techniques used to visualise 3D ideas and carry out simple tests on functionality and aesthetics for their different design ideas. They will analyse their work based on success criteria and review and make changes prior to taking their ideas the workshop modelling phase.</p> <p>TEXTILES – Design landscape based on Hockney drawings. Learn how to draw from images, use transfer inks, use the heat press to transfer. Use hand embroidery skills from Y7 and new stitching techniques to embellish design, picking out patterns and adding different textures with threads.</p>	<p>ART Cells- Pupils learn by teacher demonstration of how to create a pinch pot. Development of ceramic hand building skills.</p> <p>GRAPHICS – Create character designs before making artwork suitable for a juice box wrap. Develop drawing skills and creative thinking, improve understanding of the design process.</p> <p>3D - Workshop tools and techniques. Students will learn about and gain practical knowledge on the main tools and machinery in the workshop. They will manufacture their design ideas using a variety of different tools and materials.</p> <p>TEXTILES – Make final outcome and learn and apply old and new techniques to design, including applique. Printing techniques and innovative use of the heat press.</p>	<p>ART- Cells Decoration/ attachments/ sculpting and clay cleaning skills completed. Oxide and Glaze techniques demonstrated, and the pot prepared for the final firing.</p> <p>GRAPHICS – Combine all elements together to complete box design. Skills; revisit typography, refinement, layout, painting and drawing</p> <p>3D – Computer aided design on SketchUP and Illustrator. Building on previous knowledge from year 7. Some students will be using this for the first time due to unavailability of computer access in year 7. Designs will be developed from the work they produced in the workshop. Overview of computer software and links to computer aided manufacturing in the form of 3D printing and laser cutting.</p> <p>TEXTILES – Continue to make final outcome, develop and modify using the skills taught in the spring term. Peer assessment and support applied where some students excel.</p>	<p>ART- Cells The finished pot is then drawn from focusing on tonal values and form. The process of start to finish is also drawn out and the process annotated.</p> <p>GRAPHICS – Produce an advert to advertise the juice box. Skills; research & observation improve knowledge of other artists' work, improve drawing & painting.</p> <p>3D – Students will produce and present a variety of final outcomes based on the work they have created digitally and by hand in the workshop. Packaging design and simple branding techniques will be covered to conclude the project.</p> <p>TEXTILES – Finish final outcome. Evaluate final outcome and refine this and also the design sheet acting on feedback– extension produce a short story based on Landscapes.</p>
	Assessments	Ongoing assessment of sketchbooks and homework.	Ongoing assessment of sketchbooks and homework..	Ongoing assessment of sketchbooks and homework.	Ongoing assessment of sketchbooks and homework.	Ongoing assessment of sketchbooks and homework.

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Year 9					ART-REX RAY TEXTILES- GRAFITTI GRAPHICS- DISGUISE 3D- PHONE HOME PRODUCT DESIGN		
		ART- Rex Ray- introduced to the Artists using CFPM. Backgrounds will be prepared.	ART- Rex Ray observational drawing skills, working from Natural Forms, (Primary and secondary sources) introduction of new skills- carbon paper, background preparation will all contribute to the organisation of a design sheet (GCSE prep)	Art- Rex Ray – preparing collage papers (Yr7 revisit) and creating inspired stencils. Symmetry/ organic shapes and relief will be included.	Art- Rex Ray- Students can develop a range of ideas for a final piece which are original and show a clear link to their artist and their research. They should be able to demonstrate the ability to show different viewpoints and create three-dimensional design	ART – Rex Ray MDF Tile Preparation of organic shapes layered on top of geometric backgrounds/ complimentary and analogous colors form the basis of the tile.	ART- Rex Ray Layout is finalised before decoupage techniques are added to the tile.
		ART-Coastal Clutter. Still life discussion and preparation for their visual mind map. Collection of materials subtle washes, torn collaged papers including maps, old envelopes. Text guidance for title will form their project introduction page.	ART Coastal Clutter -Skills introduced through a variety of artists. Revisit the rules of observation for shell drawings. Look at 'sketching' then working back into add detail.	ART Coastal Clutter. Students can select and use a variety of traditional and/or experimental recording, mark making and drawing materials, such as: □ charcoal □ pastel □ graphite and coloured pencils □ biro, pen and ink □ paint □ printing □ resist techniques	ART- Coastal Clutter development of ideas will continue, and students will be introduced emulsion mark making and texture studies in preparation for their outcome.	ART Coastal Clutter Using natural form/found objects objects students will organise their own composition on an A4 piece of paper and then photograph ready to draw from.	ART Coastal Clutter - carefully observing the found objects, fill each box with marks that imitate the texture of each object you select. Using emulsion paint add different textures for the different elements of your composition When dry add an ink wash can be added.
		GRAPHICS – Understanding branding and design for editorial print and the role of a graphic designer. Skills; Improving drawing and tonal skills, important elements in poster and magazine layout/design (building on knowledge from packaging design in Year 8)	GRAPHICS – Students will learn about different styles of typography they will analyse the work of artists and designers. Skills; collage, drawing digital media	GRAPHICS – Students will experiment with a variety of media such as collage and photography to create different letter forms. Skills; collage, drawing digital media	GRAPHICS – Introduction to work of Loui Jover. Students will create a collage in his style. Skills; Painting, collage, composition, colour	GRAPHICS – Understanding layout and how image and text work together. Students will create their magazine title and brand 'Disguise'	GRAPHICS – Students will create their final magazine cover putting together image and text. Skills; composition, refine, evaluate.
		3D – Intro to product design and project brief. Students will be designing a portable speaker/phone stand/organiser. With reference to natural forms and biomimicry. Students will start the design process by modelling with paper and card to explore ways of amplifying sound.	3D – Students will develop and refine these initial ideas through sketching and referring to natural form. Artist study work looking at Brazilian designer Athos Bulcao. Intro to collage work and pattern making.	3D – Further development of ideas produced using 3D computer software with the opportunity to develop ideas on illustrator. If computer room access is not available students will explore more ideas through modelling paper, card, MDF and Acrylic. 3D relief skills will be used to understand relationships with shape, form and texture and how shadow can be utilised to add impact to an outcome.	3D – Modelling process in the workshop to produce the mobile phone home/ organiser. Variety of materials used to include paper and card. Building on use of coping saws, files and glass paper for finishing techniques. Students will also learn about material joining and gluing processes.	3D – Modelling process in the workshop to continue with students applying colour and surface finish to their models.	3D – Refinement, evaluations and opportunities for improving the final outcomes. Opportunity for advertising and branding design as a mini extension if required.
		TEXTILES – Graffiti To understand the difference between graffiti and vandalism. Is Graffiti the right tool for voicing your opinion. Social and political Art. Develop your own tag. Consider the shape of the letter and produce a template. This will then translate into fabric. Contrasting colours and a range of stitching techniques.	TEXTILES – Look at the work of Le Dania and produce a double page piece of research. Key elements for layout and presentation. Response work to Le Dania- plastic fusing-exploring the use of recyclable materials to build texture by layering and referring to Le Dania's patterns.	TEXTILES – . Developing, designing, and planning for final piece. Planning stencil design, colour scheme and techniques to be used. How to translate from a drawing to fabric	TEXTILES – Final piece demonstrate understanding of the project. Artists and techniques need to be referenced.	TEXTILES – Continue with final design, modify, refine and evaluate. Some students may use the sewing machines to explore other stitching techniques and prepare them for GCSE.	TEXTILES – Finish final outcome. Evaluate final outcome and refine this and the design sheet acting on feedback– extension look ahead to GCSE.
Assessments		Ongoing assessment of sketchbooks and homework.	Ongoing assessment of sketchbooks and homework..	Ongoing assessment of sketchbooks and homework.	Ongoing assessment of sketchbooks and homework.	Ongoing assessment of sketchbooks and homework.	Ongoing assessment of sketchbooks and homework.

		Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10		Art- Life Graphics- Disguise Textiles- Balenciaga 3D- Bridge Graphics/3D - Identity	Art- Life Graphics- Disguise Textiles- Cultures 3D- Bridge Graphics/3D - Identity	Art- Life Graphics- Disguise Textiles- Cultures 3D- Bridge Graphics/3D - Identity	Art- Distortion Graphics- Playing Cards Textiles- Cultures 3D- Bridge Graphics/3D - Identity	Art- Life Graphics- Playing Cards Textiles- Bugs & Butterflies 3D- Architecture Graphics/3D - Playing Card	Art- Life Graphics- Playing Cards Textiles- Bugs & Butterflies 3D- Architecture Graphics/3D - Playing Card/Typography concertina
		<p>ART- Life students will observe and record from a range of objects, such as seed pods, shells, fungi, fruits and vegetables that display different surface qualities, exploring pattern, texture, shape, colour and form</p> <p>3D – Introduction to the GCSE course and the first project Pedestrian and cycle bridge. Key designers and Architects introduced. Workshops on the key processes and techniques for 3D design.</p> <p>TEXTILES – Introductory project – Balenciaga one seam coat. Research the designer and his iconic one seam coat, producing a portfolio board including research and samples and allowing students a solid introduction to the assessment objectives at GCSE in a compresses format and in preparation for their major projects. Including artist research, fashion illustration, development, how to use the sewing machine, photography and CAD techniques.</p> <p>Graphics- Playing Card Project Looking at Native American Art and natural forms. Exploring natural forms through primary research.</p>	<p>ART-Life explore and respond to a variety of contextual sources, such as Juan Sánchez and Ernst Haeckel, and the photographs Karl Blossfeldt</p> <p>3D – Continuation of practical based processes and techniques and Sketchbook presentation. Skills include, modelling with corrugated card, MDF, Acrylic, paper, clay, wire, cork, concrete.</p> <p>TEXTILES – Intro to Cultures project looking at relevant artists and designers, building on KS3 knowledge and using a selection of mixed media and techniques to create research in sketchbook and produce a jewellery/collar outcome. Research including moodboards the work of Mr Cedi (Ghanaian bead maker) and Colleen Brand – African textile designer, African jewellery design, pattern. Workshops including use of sewing and embellishing machine, heat press, PVA and plastic entrapment, printing, hand embroidery, bead work, CAD using primary photographs.</p> <p>Graphics – Creating patterns based on Hales' work. Exploring natural forms and creating observational drawing.</p>	<p>Art Life - experiment outside of sketchbooks, producing a 3d paper vessel using a range of papers, fabrics and textures and techniques relating to the jewellery designer</p> <p>3D – Development of ideas and models based on Santiago Calatrava. Digital design using 3D computer software, SketchUP and Illustrator to create ideas.</p> <p>TEXTILES – Continue workshops including batik, block printing their own fabric, tie dye, bead making using tyvek and other materials, suffolk puffs, anenome buttons, Dorset buttons, hand and machine embroidery and produce a series of samples to create an African necklace/collar. Design, draw own templates with use of the mannequin, pattern cutting and start to make outcome using research and ideas, fashion illustrations and designs from sketchbook.</p> <p>Graphics – Learning about digital media packages Photoshop and Adobe Illustrator and how they can help with editing, drawing and composition</p>	<p>ART- Distorted Portraits Investigation into several Artist. Workshops are delivered for each. Artist covering a range of techniques- Ink, acrylic, mix media, graphite, photoshop.</p> <p>3D – Completion of final models and presentation of Bridges.</p> <p>TEXTILES – Refine Cultures sketchbook during own time and continue outcome using the techniques listed in Spring 1 to work on final outcome for the project – evaluate and reflect on skills learnt across both terms.</p> <p>Graphics- Design a Suit for a playing card looking at the style of David Hale using hand-drawn designs which will be manipulated on Photoshop to add colour.</p>	<p>ART- Distorted Portraits Students begin to find their own artists and develop their work using their own photographs. Development pages are worked on, and independent work and ideas is encouraged.</p> <p>3D – Architecture project introduced (main piece of coursework for GCSE). Project outline specified and students guided to develop this personal project thoroughly and creatively following a clear set of sketchbook page criteria. Students will build upon the skills and techniques used in the bridge project. There will be opportunity for repeated techniques with more refined outcomes.</p> <p>TEXTILES – Intro to Bugs and Butterflies theme, looking at relevant artists and designers and using a selection of mixed media – sketchbook and outcome, producing research, mood boards and drawing techniques using the theme and fashion illustrations this term.</p> <p>Starting workshops including use of sewing and embellishing machine, heat press, printing, hand embroidery, bead work, CAD using primary photographs ahead of the winter term in Y11.</p> <p>Graphics –Design a Suit for a playing card looking at the style of David Hale Improving and refining digital skills by making a card design using existing drawings in Photoshop. Laser etched final designs will be created using Adobe Illustrator</p>	<p>ART- Distorted Portraits Development work continues and 3 options for a final idea are produced. Students will work out scale, media and composition.</p> <p>3D – Continuation with the idea development and experimentation phase of the personal project. Photography and annotation used to record processes and ideas. Summer photographic project set.</p> <p>+ TEXTILES – New techniques in addition to those learnt in project one – dying own fabrics, constructed textiles including folds and pleats. Sketchbook and techniques and development board produced detailing designs and plans for outcome - thinking about fashion show prep for Spring Y11.</p> <p>Graphics- Improving and refining digital skills by making a card design using existing drawings in Photoshop. Laser etched final designs will be created using Adobe Illustrator -</p>
Assessments		Ongoing assessment of sketchbooks and homework.	Ongoing assessment of sketchbooks and homework..	Ongoing assessment of sketchbooks and homework.	Ongoing assessment of sketchbooks and homework.	Ongoing assessment of sketchbooks and homework.	Ongoing assessment of sketchbooks and homework.

Year 11		Art- Distortion Graphics- Album Covers Textiles- Landscapes 3D- Architecture Graphics/3D - Playing Card	Art- Life Graphics- Album Covers Textiles- Landscapes 3D- Architecture Graphics/3D - Playing Card	EXAM UNIT	EXAM		N/A
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Assessments		Ongoing assessment of sketchbooks and homework.	Ongoing assessment of sketchbooks and homework..				