

Year	AC1	AC2	AC3
7	<p>Topic Overview : Formal Elements Projects- Who's That Girl?/ What's in the Box?</p> <ul style="list-style-type: none"> Baseline project to determine an accurate from which to measure progress Introduction to Formal Elements of Art and Design Projects built around knowledge learning about key artists Leonardo Da Vinci, Joseph Cornell and Michael Craig Martin. Practical knowledge and technical proficiency to include drawing, tonal value, mark making, assemblage, composition rules. Research and planning towards an informed, personal outcome. <p>GCSE Links: AO 1-4 NC links- all KS3 statements in the SOW</p>	<p>Topic Overview : Being Human</p> <ul style="list-style-type: none"> Artwork/ broad artist sources from cells, skulls to human anatomy. Drawing includes-Selecting and scale using viewfinder, proportion, tone, mark making, abstract studies. Materials and processes include- painting, mixed media, print, collage. Relief mixed media response to For The Love of God, Damien Hirst. Knowledge and practical responses to Mexican Festival Day of the Dead. Symbolism, colour theory and pattern. Research and planning towards an informed, personal outcome. <p>GCSE Links: AO 1-4 NC links- all KS3 statements within SOW</p>	<p>Topic Overview : Sweet Treats</p> <ul style="list-style-type: none"> Working from Primary sources.. Practical knowledge skills learned in drawing, painting, ink, collage, 3D card sculpture, typography, monoprint, mixed media. Artists, designers and photographers western and non-western secondary sources. Formal elements- texture, colour, line, shape, space, pattern. Product design - graphics and packaging Research and planning towards an informed, personal outcome. <p>GCSE Links: AO 1-4 NC links- all KS3 statements within SOW</p>
8	<p>Topic Overview : Nightmares and Fairy Tales</p> <ul style="list-style-type: none"> Project informed by knowledge of the work of artist, designer, director Tim Burton. Mood, characterisation, settings, costume, narrative. Formal elements- pattern, line, tone, space, texture, shape, Materials and processes include charcoal, paint, ink, 3D/modroc, Background, middle ground foreground in composition. Research and planning towards an informed, personal outcome. <p>GCSE Links: AO 1-4 NC links- all KS3 statements in the SOW</p>	<p>Topic Overview : Our Amazing World It's a Bug's Life; Trees and Birds</p> <ul style="list-style-type: none"> Bug's life project informed by knowledge of artists inspired by Insects and through knowledge of Insect biology features. Colour theory through pencil crayon blending. Monoprint, grid drawing, recycled sculpture miniatures, Painting techniques informed by Tree artworks of Gustav Klimt. Knowledge of artists who study birds, including Abbey Diamond and ink drawing techniques. Knowledge of Birds in Cultures of Japanese and the indigenous peoples of America. Research and planning towards an informed, personal outcome. <p>GCSE Links: AO1-4 NC links- all KS3 statements in the SOW</p>	<p>Topic Overview : Medieval Realms</p> <ul style="list-style-type: none"> Project informed by knowledge of art processes and materials from Medieval period 1000-1500 AD Illuminated manuscripts, Typography, composition and Book of Kells. Take One Picture (National Gallery) study of St George and Dragon, Paolo Uccello. Narrative, features, Andy Warhol. Dragons in Chinese Festival, card sculpture assemblage. Dragons in Art and Culture. Responding to secondary sources. Developing proficiency through practice- oil pastel, graphite pencil, paint. Castles in Britain- Landscape, composition, architecture Research and planning towards an informed, personal outcome. <p>GCSE Links: AO1-4 NC links- all KS3 statements in the SOW</p>
9	<p>Topic Overview : Contemporary Art Projects Basquiat / Global Pollution</p> <ul style="list-style-type: none"> What is Contemporary art? Comparison Basquiat v Banksy Basquiat and Neo-Expressionism- mixed media outcome Knowledge of Global Sea Pollution and artists. The Art of Campaign and Activism. Recycled 3D response to David Edgar's Plastiquarium series. Drawing methods and techniques – grid, tonal, linear. Research and planning personal design informed by graphics/ film Jaws, 1976. <p>GCSE Links: AO1-4 NC Links- all KS3 statements in SOW</p>	<p>Topic Overview : Portrait and Identity</p> <ul style="list-style-type: none"> Anatomy and proportion in portrait Project informed through knowledge of range of artists, crafts people, photographers over time in western/ non-western art. African inspiration for Modigliani and Picasso No Woman No Cry, Chris Ofili v Weeping Woman, Picasso Linear response to work of Luke Dixon Chiaroscuro in portrait Photographic response to Dutch Masters Research and planning towards an informed, personal outcome. <p>GCSE Links: AO1-4 NC Links- all KS3 statements in SOW</p>	<p>Topic Overview : Architecture and Landmarks</p> <ul style="list-style-type: none"> Knowledge of artwork Ben Eine and application of Typography design methods to Waseley Hills School building. Knowledge of skills and artwork of Stephen Wiltshire's panoramic cityscapes. Linear, tonal and mark making response drawing. Knowledge of the architectural legacy of Antoni Gaudi. Mosaic, design and city scape response works. Knowledge of The Statue of Liberty, New York as a neo-classical landmark sculpture. Research and planning towards an informed, personal outcome. <p>GCSE Links: AO1-4 All KS3 statements in SOW.</p>

	<p>Topic Overview: Fantastic and Strange</p>	<p>Topic Overview Fantastic and Strange</p>	<p>Topic Overview : Fantastic and Strange</p>
<p>10</p>	<p>Component 1 Main Project (Portrait/ Creatures) GCSE projects adapted each year for the needs and interests of cohort.</p> <ul style="list-style-type: none"> • Knowledge about course requirements and assessment. • Developing a sketchpad. • How to investigate and respond to the work of artists, craftspeople, designers and photographers. • Assessment Objective 1: What is source material and how to ensure it is personal, relevant? • What is annotation in GCSE Art and Design? • Assessment Objective 2: Experimentation: workshops and skill development. <p>Visit to Art Gallery – practical workshop GCSE Links: AO1-4 AQA</p>	<p>Component 1 Main Project (Alice in Wonderland: Characters/ Still Life)</p> <ul style="list-style-type: none"> • Assessment Objective 3- Rendering and Refining. • Drawing for different purposes • Practical workshops/ skill development • Assessment Objective 4- Developing an informed, meaningful personal response work. <p>Assessment Objectives 1-4 are repeated and revisited throughout Each term as they weave holistically through the main Project.</p> <p>GCSE Links: AO1-4 AQA</p>	<p>Component 1 main Project –</p> <ul style="list-style-type: none"> • Personal Final Response Development and Outcome, Informed by knowledge in AC1 and AC2. <p>Natural Forms – skills based subsidiary project</p> <ul style="list-style-type: none"> • Textiles, printmaking, 3D responses: workshop led. <p>Summer holiday Independent project – 3D response to either Main or Subsidiary theme.</p> <p>GCSE Links: AO1-4 AQA</p>
<p>11</p>	<p>Topic Overview: Personal Theme chosen from AQA Past paper ESA</p> <p>Students will undertake a guided 1 term personal project as Preparation for Component 2 ESA.</p> <ul style="list-style-type: none"> • To include all 4 Assessment Objectives • Mock Exam for Final outcome work <p>Visit to Art Gallery: practical workshop</p> <p>GCSE Links:AO1-4 AQA</p>	<p>Topic Overview:</p> <p>AQA Externally set Project Component 2</p> <p>GCSE Links:AO1-4 AQA</p>	<p>Topic Overview (from Co Design Theme):</p> <p>AQA Externally set Project Component 2 and Exam (10 hours)</p> <p>GCSE Links: AO1-4 AQA</p>
<p>12</p>	<p>Topic overview: Introduction to A level Art-syllabus overview and assessment criteria</p> <ul style="list-style-type: none"> • Art History and contextual studies: explore different art movements and artists. • Drawing skills development: focus on observational drawing techniques. • Experimentation with different media and materials. 	<p>Topic overview: Themed project 1 - Still Life</p> <ul style="list-style-type: none"> • Students create compositions using objects and explore different approaches and styles. • Critique and review of Themed project 1. • Themed project 2 - Portraiture: • Students explore portraiture techniques and experiment with different mediums. • Mid-year review and portfolio assessment. 	<p>Topic overview: Themed project 3 - Landscape</p> <ul style="list-style-type: none"> • Students explore landscape art and develop their own interpretations. • Critique and review of Themed project 3. • Themed project 4 – Abstraction • Students experiment with abstract art techniques and concepts. • Finalise and evaluate Themed project 4.
<p>13</p>	<p>Topic overview: Personal investigation project 1: Students select a theme of personal interest and explore it in-depth through research and experimentation.</p> <ul style="list-style-type: none"> • Mid-year review and portfolio assessment. • Personal investigation project 1 continued: Students develop their ideas, create artworks, and document their artistic process. 	<p>Topic overview: Personal investigation project</p> <ul style="list-style-type: none"> • Personal investigation project 2: Students choose a different theme and continue their in-depth exploration and experimentation. • Critique and review of Personal investigation project 2. <p>Preparation for the externally set assignment (ESA): Research and <u>mindmapping</u> for the ESA theme.</p> <ul style="list-style-type: none"> • Finalize and evaluate Personal investigation project 2. 	<p>Topic overview: Externally set assignment (ESA)</p> <ul style="list-style-type: none"> • Students receive a theme for the ESA and create a body of work within a specified timeframe. • Finalise and evaluate the ESA. • Portfolio development: Review and refine artworks, document process, and prepare the final portfolio for assessment.