



Lower Line (Y7-9)

	Year 7	Year 8	Year 9
Rotation 1	Portraits <ul style="list-style-type: none"> • Discovering the Formal Elements • Learning to see- Drawing from direct observation. • Exploring oil pastel drawing techniques. • Learning about the artist Vincent Van Gogh. • Learning how to create original work influenced by the work of others. 	Human Form <ul style="list-style-type: none"> • Learning how to create a three-dimensional piece of work. • Learning how to manage and use mod roc properly. • Learning about the artist Alberto Giacometti. • Learning about African Masks. • Learning how to use paper cut collage. • Revising how to create original work influenced by the work of others. 	Pop Art Portraits <ul style="list-style-type: none"> • Learning about the Pop Art movement and the artists Andy Warhol and Roy Lichtenstein. • Discovering how Ben-Day Dots are used. • Learning how to poly block print. • Learning how to create a paper cut collage • Revising how to manage and use poster paint properly. • Exploring the creation of art using mixed media.
Rotation 2	Aboriginal Art <ul style="list-style-type: none"> • Learning about Indigenous Australian Culture. • Learning about Sgraffito. • Learning the basics of poster painting and paint management. • Employing Aboriginal painting techniques to create original, independent art work. • Revising how to create original work influenced by the work of others. 	Colour & Kandinsky <ul style="list-style-type: none"> • Exploring colour, colour theory and how it is used in art. • Revising how to manage and use block paint properly. • Understanding abstract art. • Exploring how to create Art using music as the starting point. • Learning about the artist Wassily Kandinsky. • Revising how to create original work influenced by the work of others. 	Natural History Museum Posters <ul style="list-style-type: none"> • Learning about the role of a graphic designer working for a graphic design company. • Revising the Formal Elements and drawing from secondary observation. • Learning how to use coloured pencil including blending and colour mixing. • Revising colour theory and its application using coloured pencil. • Learning about the artists Clifford and Rosemary Ellis. • Revising how to create original work influenced by the work of others.



Higher Line (Y10-11)

	Year 10	Year 11
Term 1	<p>Up Close</p> <ul style="list-style-type: none"> • Discovering, exploring and extending skills in range of materials and techniques including pencil, pastel, paint, collage, 3D, print and mixed media. • Extending drawing skills from direct observation. • Learning about a range of artists and learning how to analyse an artist's work. • Understanding how to collect relevant, first hand research on a trip to Kew Gardens. 	<p>Urban Life</p> <ul style="list-style-type: none"> • Further extending drawing skills from direct observation. • Learning about a range of artists and learning how to analyse an artist's work. • Understanding how to collect relevant, first-hand research on a trip to South Bank. • Further developing an understanding of how to review and refine research. • Further understanding how to create a successful final piece. • Continuing to learn how to evaluate work and how a project is assessed using the Edexcel Assessment Objectives.
Term 2	<p>Up Close Continued....</p> <ul style="list-style-type: none"> • Understanding how to review and refine research. • Understanding how to create a successful final piece. • Learning how to evaluate work and how a project is assessed using the Edexcel Assessment Objectives. 	<p>Externally Set Assignment</p> <ul style="list-style-type: none"> • Working from an externally set theme pupils will- • Use their learning about how to analyse and respond to an artist's work. • Use their learning of how to collect relevant, first-hand research. • Use the skills and experience developed from experimenting with a variety of materials and processes to develop their work towards a final piece, reviewing and refining their work as it progresses. • Using their experience of developing work independently considering ideas and concepts related to the externally set theme. • Create a successful final piece(s) • Use their understanding of how to evaluate work and how a project is assessed using the Edexcel Assessment Objectives.
Term 3	<p>Identity</p> <ul style="list-style-type: none"> • Further extending drawing skills from direct observation. • Learning about a range of artists and learning how to analyse an artist's work. 	



	Year 10	Year 11
	<ul style="list-style-type: none"> • Understanding how to collect relevant, first-hand research. • Further developing an understanding of how to review and refine research. • Further understanding how to create a successful final piece. • Continuing to learn how to evaluate work and how a project is assessed using the Edexcel Assessment Objectives. 	

Sixth Form (Y12-13)

	Year 12	Year 13
Term 1	<p>Expressive Drawing (Still Life)</p> <ul style="list-style-type: none"> • Building upon and extending GCSE skills in range of materials and techniques. • Further extending drawing skills from direct observation. • Learning how to work on a larger scale. • Understanding how work is assessed using A-Level Assessment Objectives. • Understanding how to successfully analyse artists' work and understand their preoccupations to be able to successfully respond to their work. • Developing work independently, experimenting with a variety of materials and processes, towards a final piece, reviewing and refining their work as it progresses. • Creating a successful final piece(s). • Learning how to evaluate work and how a project is assessed using the Edexcel Assessment Objectives. 	<p>Personal Investigation (Practical)</p> <ul style="list-style-type: none"> • Using insight gained in the Personal Study, further developing research skills. • Extending understanding of the importance of an artist's preoccupations to be able to successfully analyse and respond to their work. • Further experimenting with a variety of materials and processes, towards a final piece, reviewing and refining their work as it progresses. • Developing work independently considering ideas and concepts related to their Personal Study • Creating a successful final piece(s)
Term 1	<p>Transformation (Mock ESA)</p> <ul style="list-style-type: none"> • Understanding how to work on an externally set theme. • Revising learning of how to collect relevant research (Including visual research on a trip to the Tate Modern. 	<p>Externally Set Assignment</p> <ul style="list-style-type: none"> • Working from an externally set theme pupils will- • Use their understanding of how to work on an externally set theme from their experience of the Mock ESA. • Use their learning of how to collect relevant research.



	Year 12	Year 13
	<ul style="list-style-type: none"> • Extending understanding of the importance of an artist's preoccupations to be able to successfully analyse and respond to their work. • Further experimenting with a variety of materials and processes, towards a final piece, reviewing and refining their work as it progresses. 	<ul style="list-style-type: none"> • Use their understanding of the importance of an artist's preoccupations to be able to successfully analyse and respond to their work. • Use the skills and experience developed from experimenting with a variety of materials and processes to develop their work towards a final piece, reviewing and refining their work as it progresses. • Using their experience of developing work independently considering ideas and concepts related to the externally set theme. • Create a successful final piece(s)
Term 3	<p>Personal Investigation (Personal Study) Through writing a 1500-3000-word essay on a personally chosen area of Art pupils will-</p> <ul style="list-style-type: none"> • Gain a deeper understanding of an aspect(s) of the Art world and be able to contextualise their own work in relation. • Learn how to analyse artists and works of art in a meaningful way, further extending their understanding of the importance of an artist's preoccupations to be able to successfully analyse and respond to their work. 	