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|  | **Half term 1** **Learning Overview** | **Half term 2****Learning Overview** | **Half term 3** **Learning Overview** | **Half term 4** **Learning Overview** | **Half term 5** **Learning Overview** | **Half term 6** **Learning Overview** |
| **Year 7** | Portraits: focusing on key features, tonal values and applying accurate tone. Facial proportions- start self portraits. | Portraits: Complete self portraits, start artist Kathe Kollwitz and create responses. | Portraits: Look at the work of Julian Opie, create paintings using flat colour exploring facial expression. Final pieces to Florian Nicolle. | Creative colour: Look at colour theory, mixing, perspective with colour. Blending and mixing paints | Creative colour:Fauve Landscapes in oil pastel. | Micheal Craig Martin- objects in colour, learn how to apply tone in paint and colour. |
| **Year 8** | Who we are: Observational drawing from objects focus, experimental drawing. | Who we are: Observational drawing focus, experimenting with mixed media. | Exploring the art world- Dolan Geiman, collograph printing and Jim Dine using poster paint and silhouettes. | James Gulliver Hancock, looking at buildings and creating art in response to his work. | Pattern and Print:Mood boards, textile industry, silk paintings-refining brush skills | Pattern and Print: Block printing technique, refining use of pattern. Elements of numeracy. |
| **Year 9** | Human Figure: Learn about Proportions of the human figure, use of tone to develop form. Accurate drawing skills, using sight sizing. Pupils create a tonal drawing of a person from an image. | Using a range of techniques to create gesture and movement in the figure.Use of line, repetition, fragmentation, and compositionAnalysis of Futurist Artists.Recapping on Prior Knowledge of Colour, mediums, and techniques covered in yr. 8.Paint, oil pastels and ink.Mark making, stencils, print, Sgraffiito, frottage, |  Responses created to Umberto Boccioni's ([Unique Forms of Continuity in Space](http://www.moma.org/collection/works/81179). ) and FE Mc Williams dynamic figure in 3D sculptural form.Introduce to sculpture and sculptural materials. Building on prior knowledge of figure proportions and movement. | Continuing with figure work: Create a group composition from completed sculptural pieces.  | Skateboard design: Learn to create designs using previous knowledge of figure drawing and influenced by modern Nike designers and popular cultureCreating a mood board. Design layout and critical collection. Pitching an idea! | Graffiti art: Explore cultural art verses fine art. Where do they meet?Still researching ideas for this pinnacle time in their choice of subject specialism.Artists: Keith HaringKAWSBanksyShamsia Hassani  |
| **Year 10** | Life cylesPupils continue portraiture unit, looking at various artists. Artist workshop at New Art Exchange, learning how to present artist page.  | Life CyclesPupils learn skin colour and apply it accurately. Florian Nicolle Kris Trappeniers, Lionel Smit, Pupils also learn how to paint objects realistically reference: Audrey Flack | Independent focus: Life CyclesPupils start sketch books and start their independent journeys for their coursework. | Independent focus: Life CyclesPupils start sketch books and continue their independent journeys for their coursework, guided by teacher in formative assessment. | Independent focus: Life CyclesPupils start sketch books and continue their independent journeys for their coursework, guided by teacher in formative assessment.Development is started | Independent focus: Life CyclesDevelopment for 10 hour exam. |
| **Year 11** | Independent focus: Life CyclesPupils continue with development | Independent focus: Life CyclesFinal pieces | Exam brief is set.Pupils create prep work independently for exam, drawings, photographs, artist research and responses | Exam brief is set.Pupils create prep work independently for exam, drawings, photographs, artist research and responsesAll work presented on boards | Final exam at start of term |  |
| **Year 12** | Workshops to encourage and develop pupils’ skills.Workshops to include:Oil painting, contextual studies, large pieces and life drawings | Workshops to encourage and develop pupils’ skills.Workshops to include:Oil painting, contextual studies, large pieces and life drawings.Mini brief is set | Pupils continue with mini brief and work towards final piece which is set under exam conditions | Personal studiesPupils choose a theme and start to develop observational drawings and photography. | Personal studiesPupils are guided with essay questions connecting to their portfolio theme. Pupils work on these alongside coursework. Pupils start to consider artists and research, presentation/larger pieces and techniques. | Personal studiesAt the end of the year pupils should be close to moving on to development, considering explorations of techniques and subject matter independently but guided by the teacher. Related study essay should be three quarters complete. |
| **Year 13** | Personal studies- pupils continue with coursework development, working towards final piece ideas. | Personal studies- Pupils continue to explore final piece ideas and start by the end of this term.Related study essay should be completed and handed in for marking. | Final pieces to coursework.Coursework marked and handed back for changes.Related study essay presented and handed in. | Exam brief is setPupils work on prep work for their 12 hour exam | Exam brief is setPupils work on prep work for their 12 hour exam |  |