

What's been covered so far:		TERM 1	TERM 2	TERM 3
	7	<u>Colour Tone & Texture Focus:</u> Peg assessment 1st lesson in sept. Colour Theory: Colour Wheel, colour relationships, mixing colours (P/S/T), blending with watercolour, creating gradual tone with paint & colour pencils. Tone introduction: Mark-making techniques in pencil, gradual tonal range practice (dark-mid-light), detailed Insect drawings from reference sources, Artists Analysis (Abby Diamond) & sketchbook presentation, Ink exploration with insect in style of Artist linking with colour theory above. Texture Introduction: Exploration of wide range of tools that create differing marks & surface texture in paint (palette knives, squidgy toothbrush etc), additives: sawdust mix & explore, designing own bug that links with 'inky insect' above, create final bug design that incorporates textured surface & colour theory elements from above.	<u>Line, Tone & Pattern</u> Line & Tone: Still Life introduction & importance of line, Line drawing warm up exercises, recall on mark-making techniques from project 1 & practice, recall on gradual tonal range & practice, contour shading, learning about composition, observational studies in pencil of still life objects, traditional large still life in pencil including a range of tone. Pattern: What is pattern in the F.E, introduction to cultural pattern analysis & outcomes, incorporation of pattern with still life & creating Artist response.	
Colour theory, mixing/blending, Paint Texture experiments, fabulous fish outcome. Tone exercises, gradual tone, contour, mark-making techniques, still life drawing, observational studies, cultural pattern bonkers budgies	8	<u>Line, Tone, Shape & Form Focus:</u> Peg assessment 1st lesson in sept. Line & Tone: Line recall: importance of outline, mark making & shading technique recall & practice, reptile eye studies in pencil, using a lightbox & tracing paper as tools, tonal range in colour pencil, additional reptile eye studies in colour pencil with colour theory recall on colour relationships. Shape & Form: Clay introduction, 2D-3D understanding, clay Artist analysis, clay mark-making & construction techniques, pinch/slab/coil maquettes. Design & development for final vessel incorporation reptile eyes. Final Outcome: Clay Monster Pot.	<u>Colour & Shape Focus</u> Colour & shape: Understanding packaging design & importance of shape & colour for success, Artist Analysis (Sarah Graham), introducing a viewfinder, develop food packaging observational study. Painting & colour pencil blending outcomes in style of Sarah Graham. Oozy Foods: Continued watercolour paintings from reference images of oozing food that allows further progression from above watercolour painting experience. Wax resist technique	
YR7: Colour Theory, cultural pattern, bug relief. Large group mural. YR8: reptile eyes, clay monster pot, watercolour food packaging, oozy food paintings.	9	<u>Colour, Line & Shape Focus:</u> Peg assessment 1st lesson in sept. Myths & Legends book illustration project: Introduction to myths & legends, cyclops & medusa illustration using primary & secondary source, lightbox & tracing equipment, Adapted outcomes developed in watercolour, Analysis of myths & legends	<u>GCSE STYLE WORKSHOPS:</u> Personal links (reference sources) to: • Poly Block Printing • Sketchbook presentation • Relief techniques • Liquid Ink on differing surfaces • Resist techniques • Acetate portraits • Facial Features	

YEAR 10	
Sept	Component 1: COURSE WORK UNIT 60%: Identity Project: COURSE INTRO: Structure, weightings, AQA criteria & expectations, AO's, exemplar work. The theme Identity.
Oct	• Personal Objects: Understanding the importance & use of primary & secondary reference sources. Students to start to develop loose observational studies in a range of media (pencil, ink, watercolour) & techniques shown through teacher demonstrations. These should be based on personal objects brought in & photographed. • Sketchbook Presentation: Exemplar work shown & teacher led demonstration on what makes a successful S.B presentation. Students given new S.B to arrange some of the above studies accordingly. Teacher to give individual guidance. • Artist analysis: Teacher led still life Artist response, analysis & presentation demo. Link after/within personal objects section of S.B.
Feb	The following outlets of the theme Identity should be led in the style of above using a wide variety of media& techniques: ➤ Favourite Food ➤ Hobbies ➤ Sence of place ➤ People & pets ➤ Star signs • Own Researched Artists: After the above has been well established, students should find inspiration from sources to direct their journey towards a personal final response. Primary photos will be key in starting this process
April	5HR YR10 MOCK Exam (April): Students to continue to develop clear ideas towards a final piece
July	Students should have developed a series of preliminary final pieces by the end of the year and continue to refine their sketchbook over the summer holidays. AO4 needs to be evident here.
YEAR 11	
Sept	Preparing to complete coursework journey: Identity • Clay Workshop: Additional 3D outcomes that can be added to Identity project • Lino Printmaking Additional 3D outcomes that can be added to Identity project
Nov	5HR YR11 MOCK Exam (Nov): Final Identity piece to be completed. Journey consolidated (AO4)
Jan	Component 2: ESA EXAM UNIT 40% • Exam paper received 1st lesson back. Brainstorming & research to take place 1st week, for students to choose 1 of the 7 titles to respond to. • Weekly structure issued to keep students in line with completion of exam content. • Development of individual ideas explored, and media experimented with over period of 14 weeks • Individual Artists researched and analysed linking to personal response. • Final ideas established and realised effectively in line with preparing for final 10 hr piece.
Apr	Ensure all photo references/imagery, media & equipment are ordered/ready for exam. 10HR YR11 Final EXAM (APR)
May	Post exam the remaining few Art lessons should be committed to preparing the presentation of the coursework portfolio ready for moderation. • Easter workshop day offered for individual students to boost coursework &/or ESA depending on when exam date is.

