

|                             | Year 7   |   |   | Year 8   |  |   | Year 9   |   |  | Year 10  |  |  | Year 11   |  |   | Year 12  |  |  | Year 13  |  |   |
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|                             | Cycle 1  | Cycle 2   | Cycle 3   | Cycle 1  | Cycle 2  | Cycle 3   | Cycle 1  | Cycle 2   | Cycle 3  | Cycle 1  | Cycle 2  | Cycle 3  | Cycle 1   | Cycle 2  | Cycle 3   | Cycle 1  | Cycle 2  | Cycle 3  | Cycle 1  | Cycle 2  | Cycle 3   |
| <b>Drawing</b>              | Develop simple skills of shape, line and tone and texture using fruit as a subject matter. | Develop competence with colour and shape by studying Pop Art portraits and objects.                             | Develop patterns using Aboriginal inspiration.  | Understanding texture and tone in the world. Exploring insect shapes.  | Understanding texture and tone in the world. Exploring abstract figure forms.  | Drawing Celtic letters and exploring intricate detailing.   | Students draw doodle illustrations and look at graphic artwork.  | Students explore complex pattern work and detailing of images.  | Using pencil to create accurate tonal studies of natural form objects, e.g. shells, flowers, and skulls etc.         | Students understand how to draw Japanese figures and natural forms. Challenging their use of texture, tone and linear details.   | Students explore and draw Natural Forms and explore artist recreations.  | Students draw large A2 compositions using components from nature.  | Students draw facial features and complex portraits: Increasing their knowledge of hair textures, skin detailing and flesh tones.                                     | Drawing of large scale portraits in response to artist styles become composed from student photography.                                    | Students choose from a variety of exam themes where observational drawing must be presented in their portfolios.                            | Learners create buildings in a range of different media looking at perspective and foreshortening.   | In this project students practise drawing from a range of self researched images.  | Students investigate a range of drawings in response to artist work using their own photography.   | Students choose their own projects and draw alternative versions of artist work.   | In this project students practise drawing from a range of self researched images.                            | Students choose from a variety of complicated exam themes where observational drawing must be presented in their portfolios.  |
| <b>Painting</b>             | Develop colour theory skills, and simple colour mixing skills with the colour wheel.       | Use of bold flat tones and even painting.   | Intricate dotted pattern using circular found tools. Using found materials to create paint colours. | Use watercolour to create splashed backgrounds and blending.   | Painting scratchy textural figures, bronzing sculptures.   | Exploring staining methods to make backgrounds appear old.  | Develop the knowledge of paint 'washes'.   | Show how paint can be used as a background to layer and create multimedia works.  | Painting natural objects using a variety of colours and brushstrokes.  | Develop confidence and competence using watercolours and acrylic painting. Knowledge of washes, brush sizes, layering, scale.  | Painting skills with palette knives, brushes and sponges are encouraged when exploring a range of different artists e.g. O'Keefe and Magritte.   | Using a mixed media composition, students showcase both their monochromatic and colourful painting skills, alongside other forms of media. | Continuing to develop a refined painting application through the study of portraits. Investigating a wide range of artists to understand different styles of working. | Painting a large scale portrait can be shown through tea staining, use of water colour or acrylic paint for their portrait final outcomes. | Exam projects may use painted backgrounds, or painted final outcomes dependent on the portfolio students construct from the exam questions. | Students explore a range of painting materials, gouaches, acrylic, oil, watercolour and styles used by artists.  | Complicated painting skills like textured impasto techniques, and realism painting is encouraged for students to experience to produce architectural outcomes. | In preparation for a self directed study in year 13, students practice painting skills on smaller scale.   | Competence develops as pupils adopt their own style of working in their chosen painting media. Techniques become refined while continuing to investigate and analyse artists work. | Painting large scale outcomes to show development from the previous Cycle.                                   | Externally set task – three months preparatory period and a fifteen hour final piece conducted in exam conditions. Students may wish to paint their final outcomes. |
| <b>Annotation</b>           | Using keywords to evaluate their fruit mixed media drawings.                               | Create onomatopoeic words to create Pop Art pieces.   | Research and develop an artist page discussing the cultural origins of Aboriginal art.              | Evaluate how artists such as Abigail Diamond use paint and colour.   | Research and develop an artist page discussing Giacometti and Henry Moore comparisons.   | Looking at prayers and old Celtic typography to show in their artworks.   | Students research work using mind maps to help stimulate ideas.  | Pupils reflect on artists like Guy McKinley, Jon Burgerman, Georgia O'Keefe to analyse artist styles.   | Pupils begin to annotate artists' work as well as their own, presenting facts and their own opinions.                | Develop an understanding of the culture behind painting in Japan. Students note the differences between the Western and Eastern world and how this is shown in painting.   | Students explore and draw Natural Forms and explore artist recreations.  | Learners incorporate annotation using the formal elements and opinions embedded in the language.   | Pupils investigate an artist independently, giving summaries which describe, evaluate and form opinions of artwork.   | Looking at assessment objectives three students create written annotation to show how they have refined ideas.                             | Students develop their ability to demonstrate understanding of visual language through written responses.                                   | Using advanced art specific vocabulary, students analyse, evaluate and discuss their work, recording and developing their ideas within self directed briefs. Unit 1 Architecture allows students to explore and understand processes linked to architecture as a career. | Students annotate the processes of the work they embark on; reflecting on what works well and where they may journey to next from their successes.             | Students establish a key theme to focus on and research new ideas. They may visit galleries and annotate what they learn from viewing exhibitions. | Sophisticated art specific vocabulary used through sketchbooks. Students develop a knowledge of speaking confidently and fluently about artists work as well as their own.         | Continue annotation to reflect on the processes and experimentation that has collated in their portfolios.   | Personal Study continued, including a 5 hour mock assignment linked to the theme. Included in this is a 1500-3000 word essay linked to the project and its content. |
| <b>Composition Outcomes</b> | Students start by creating mixed media fruit outcome using segmented compositions.         | Create a Pop Art vessel that is 3D in shape. Initially looking at a cuboid net and drawing on individual ideas. | Creating a painted door hanger to exhibit skills of painting onto a 3D shape.                       | Students compose insect drawings combining nature and manmade imagery. This uses segmented sections, but adds intricate details and freedom to overlap geometric shapes. | Figures show sculptural progression using wire, and papier mache to construct small figurines. This uses a multitude of fine and gross motor skills. | Students end with a design project that looks at inputting designs onto bags/T-shirts. Linking to current careers like merchandisers and influencers in the digital world. The contrast between traditional lettering and merchandise shows contextual development with student learning. | Students start to explore artists that have illustrative styles and create unique, independent envelope creations. | Mixing freehand complex designs from their own interests. This project is less prescribed and learners are encouraged to research and present work in a range of compositional ways such as symmetric, asymmetric, random, mirrored compositions. | Students explore nature and create a series of natural imagery, set out to simulate the structure of a GCSE project. | Students create 3, A4 Japanese designs that ultimately lead to an A2 piece. Exploring foreground, background and mid ground areas. Students also create two mixed media composition on A2 sizes. Exploring monochromatic and colour differences. | Students use the last Cycle to collate a coloured version of their A2 natural form composition using influences from their nature artist styles. | Students look at positioning portraits looking at profiles and straight angles.  | Creation of a large A2 portrait with influences from different artists embedded into the composition.   | This Cycle involves the exam project which encourages students to create their own final outcomes.   | Students photograph key landscapes and landmarks specific to their interests. They then compose large scale architectural pieces.           | Students look into their own self-directed briefs to create advanced compositional pieces of artwork.  | Students continue to look into their own self-directed briefs to create developments from their chosen themes.   | Students create an amalgamation of ideas and reflect this in an outcome of their work.   | Students create a large scale painting, drawing or creation that finalises their project goal. This composition must reflect a range of advanced skill from their project ideas.   | Personal Study linked to an area of interest. Work must include reference to the four Assessment Objectives. |   |