

Programme of Learning – Art

	Year 7	Year 8	Year 9	Year 10	Year 11	Post 16
Knowledge & Understanding	<p>Transition: Analysis of an artist's work.</p> <p>Genre: Inside/Outside and Things about Me.</p> <p>Art History: The Fauves Print makers Contemporary artists/craft makers</p> <p>Artists: Duffy/Derain Matisse Susanna Bauer Angie Lewin Niki De Saint Phalle</p>	<p>Genre: Portraits/masks and local landscapes.</p> <p>Art History: Renaissance (portrait) Surrealism Cubism Paper cutting Contemporary artists/craft makers.</p> <p>Artists: Francis Bacon W.K interact Picasso (Matisse) Hockney</p>	<p>Genre: Still life</p> <p>Art History; Post-Impressionism Modern Art Contemporary Art</p> <p>Artists: Blossfeldt Goldsworthy</p>	<p>Genre; Birds, bugs and butterflies</p> <p>Portraits</p> <p>Art History: Contemporary Art Warhol German Expressionist</p> <p>Artists: Laurie Clarke Mark Hearld Lucy Arnold Print makers Francis Bacon Picasso Modigliani</p>	<p>Genre; Cultural (African/Indian)</p> <p>Art History; Cultural Arts Symbolism</p> <p>Artists: Ndebel Art Tinga tinga</p>	<p>Yr 12 Genre: Portraits Yr 13 Genre: Modern Art/Craft</p> <p>Art History:</p> <p>Yr 13 Artists: Barbara Hepworth Henry Moore Angie Lewin Goldsworthy Lucienne Day Sophie Ryder</p> <p>Year 12: Freud Andy Warhol Giacometti Modigliani Julia Triston</p>
Skills & Application	<p>Learning basic skills based on the formal elements and decorative techniques. 2D; Drawing: pen and ink, pencils, graphite, chalks, oil pastels Drawing Skills: Mark making, tonal variation, colour blends/overlays/Scratch</p>	<p>Developing formal element skills and self management. 2D; Observational drawing, tone and texture, i-pad art work, distortion, collage, paper cutting (printing)</p> <p>3D: Modelling with wire</p>	<p>Independency in reasoning why they are selecting materials and processes. 2D; Drawing: Painting: Acrylic paint Drawing Skills: 3D: CERAMICS Stains/glazes/slips</p>	<p>Subject specific language to be used routinely. Selection of materials and choice of outcome to be developed by students. 2D; Drawing: Painting</p> <p>3D:</p>	<p>Students are to be creating outcomes based on prior knowledge and with justification for choices. 2D; Drawing: Painting</p> <p>3D:</p>	<p>Independent choices and decisions to allow students to make independent progression with work, meanings and outcomes. 2D; Drawing: Painting</p>

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	<p>hing/smudging Painting: Watercolour Blending, washes, layering, depth of colour. Presentation techniques. Printmaking: Mono /Collograph</p> <p>3D: Ceramics – Modelling clay Textiles – hand stitching</p>	and modrock.	<p>TEXTILE: Batik – Resist batik Tie Dye Embroidery Using a sewing machine</p>	CERAMICS	<p>CERAMICS TEXTILE: Batik – layered Weaving Felt making</p>	<p>3D: CERAMICS Kiln temps Glazes Slips</p> <p>TEXTILE: Batik – layered Applique Felt making Using a sewing machine</p>
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Learning Approaches

Students will be introduced to a variety of 2D and 3D techniques and processes at year 7. These will be developed and enhanced through year 8 with a more independent approach to their work encouraged. This will allow students the confidence to approach GCSE with a clear picture of how their work should and could be developed.

Student Support & Development

The art staff have a wide variety of specialisms that will allow students to feel confident in their work.

Teacher support sessions or independent time is available for all year groups after school and students are encouraged to attend on a weekly basis.

Subject vision

(why study this subject, what it might lead to)

Progression

Post 16 A-Level Art and Design.

Assessment & Monitoring of Progress

Students receive feedback on all of their work which allows them the time and advice to make progress on their work.

Tutorials at GCSE and Post 16 allow for one to one discussions to take place to allow the students to feel confident in how they are to progress with their work.

Development of Subject Specific language

All students throughout the years are expected to use subject specific language in their annotations/analysis and evaluations.

Students will explore the design process and understand the importance of this and the positive impact it can have on their work.