



<ul style="list-style-type: none"> <li>• using clay to create imaginative fish/sea creatures</li> </ul>	<ul style="list-style-type: none"> <li>• How to use clay to create a thumb pot and using slip to join and form a clay body</li> <li>• The more clay is worked to dryer it gets and more difficult to work</li> <li>• Clay creatures need to dry out before being fired in kilns</li> <li>• The firing process can take over a day and reach 1000c</li> <li>• That the dip glazes can change colour during second firing and use of different thicknesses of glaze will change the appearance of the creature</li> </ul>	<ul style="list-style-type: none"> <li>• Roll and slap clay into a ball, join together to form a body</li> <li>• Using slip how to apply additional shapes to body to create fins, legs, shells, claws etc</li> <li>• How to use clay tools to make marks and texture</li> <li>• How to use equipment safely, not to create clay dust and how to clean and clear away equipment</li> <li>• How to apply dip glaze</li> </ul>
<ul style="list-style-type: none"> <li>• Cultural project- aboriginal art of Australia</li> <li>• Introduction to work of other cultures and perspectives. Use of Dreamtime stories to generate images, visual maps and the religious significance of art in all cultures</li> </ul>	<ul style="list-style-type: none"> <li>• How visual maps were created traditionally as religious, hunting guides and signals to other Aboriginal Australians</li> <li>• That images do not have an up or down right or wrong way to be seen</li> <li>• Part of a visual and oral tradition that has lasted thousands of years</li> <li>• How to layer paint and use non traditional western mark making tools</li> </ul>	<ul style="list-style-type: none"> <li>• Create use aboriginal symbols and traditional colours to create a painting in reponse</li> <li>• Create a ground colour to work over, build layers of colour and use mark makers to create dot designs</li> <li>• How to stylise an image to create a representation on an animals</li> <li>• Explain some of the basic shapes used in painting and what they symbolise</li> </ul>

Year 8

Topic Outline	Students should know and understand	Students should be able to
Drawing/Negative Space	<ul style="list-style-type: none"> <li>Explain and show what is negative space, understand its relationship in the image.</li> </ul>	<ul style="list-style-type: none"> <li>Arrange objects, identify space in between and highlight an extend this space.</li> </ul>
Perspective 1.	<ul style="list-style-type: none"> <li>What a vanishing point is, understand a horizon line and appreciate shapes look different from above and below.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a series of 3D shapes using a vanishing point. Draw a landscape containing objects/buildings understanding the use of the vanishing point.</li> </ul>
Perspective 2.	<ul style="list-style-type: none"> <li>Understand the use of two vanishing points.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a street scene appreciating how the vanishing point changes from the foreground to the distance.</li> </ul>
3D Project	<ul style="list-style-type: none"> <li>How to manipulate the clay to create a 3D character/gnome. Using thumb pots and slab techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Design a character gnome using imagination to bring in personality. Should be able to manipulate the clay to form three thumb pots, should be able to use slip and cross hatch technique to join clay together and be able to use paint effectively to bring out the character of the gnome.</li> </ul>
Art History: Rousseau/Cezanne/Munch/African Art	<ul style="list-style-type: none"> <li>Research into the life and work of the artist. How to compose an image similar to the artists.</li> </ul>	<ul style="list-style-type: none"> <li>Know and understand how to use watercolours to add colour and to remove any spills, drops, runs etc. Layer colour to create depth of tone.</li> </ul>

Year 9

Topic Outline	Students should know and understand	Students should be able to
<p>Art History Op Art/Pop Art/Street Art Victor Vasarely/Riley/Lichtenstein/Warhol/Banksy/ Robbo</p>	<ul style="list-style-type: none"> <li>The work of the artists. Understand the context of the art and the time and place it was created. Location of the work and how this affects it's meaning, scale and size of the work and its effect on perspective.</li> </ul>	<ul style="list-style-type: none"> <li>Create a pastiche/copy of the artist work bringing in their own ideas and use of colour. Layer paint to create depth, write about the artist expressing their opinion and why they believe the work to be so.</li> </ul>
<p>3D Project Cylinder pots and clay animal heads</p>	<ul style="list-style-type: none"> <li>Use of slab clay technique to create cylinder style pots in the style of Japanese/and African clay work.</li> <li>The use of thumb pots to create a stylised animal head creating texture and pattern within the shape.</li> <li>That the head requires holes within it to allow the air to escape to prevent it from exploding in the kiln.</li> </ul>	<ul style="list-style-type: none"> <li>Roll out clay to create a cylinder, form a base to the pot and create as a style.</li> <li>Form an egg shape with clay, create a nose shape and form a face structure, use clay tools to product texture of fur, feathers, scales etc.</li> </ul>
<p>Skills Project/Face Drawing</p>	<ul style="list-style-type: none"> <li>How to use pencil to create shade, mark and texture, the types of pencil to use from HB through to 6B pencil to create texture, scale their drawing either smaller or larger.</li> </ul>	<ul style="list-style-type: none"> <li>Use a pencil effectively to create shade, tone and texture, scale their drawing, be aware of negative space.</li> <li>Understand and be able to look at expression within the face/size of eye pupil and shape of eye to create emotion.</li> </ul>

Year 10

Topic Outline	Students should know and understand	Students should be able to
Ernst Haekel – drawing	<ul style="list-style-type: none"> <li>• Research and understand the work and life of the artist, appreciate that scientific drawing can also be used in an artistic manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Translate the drawings onto paper and to create a series of images in the style of the artist, combine the use of drawing and ink work to create a dramatic effect.</li> </ul>
Nunzio Paci	<ul style="list-style-type: none"> <li>• Understand the work and the life of the artist bringing together an atomically and natural form.</li> </ul>	<ul style="list-style-type: none"> <li>• Translate drawings onto paper to create a series of images in the style of the artist combining collage work, ink, drawing and layering.</li> <li>• Create a collage inspired by the artist using aspects of their own thoughts to explode from within the body shape.</li> </ul>
3D	<ul style="list-style-type: none"> <li>• How to create a human shape head with expression in clay.</li> <li>• Create a slab pot using natural form as found in the work of Nunzio Paci.</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulate the clay to form a face style shape creating expression, incorporating the work of Ernst Haekel and Nunzio Paci to create an explosive addition to the face.</li> <li>• Manipulate the clay to roll a slab pot using slip and join techniques to build the natural form, shapes and textures onto the slab pot in response to the work of the artists.</li> </ul>
Drawing Project/Portraiture	<ul style="list-style-type: none"> <li>• How to draw a face that contains expression, texture and shading at large scale translating the work of T S Abe.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a pencil effectively to create shade and tone to produce an expressive face that incorporates the work of Haekel, Paci and Abe.</li> </ul>

Year 11

Topic Outline	Students should know and understand	Students should be able to
Continuation of Year 10 work building towards large final outcome as part of GCSE coursework.	<ul style="list-style-type: none"> <li>• How to translate work created in Year 10 to produce a large final outcome in 2D and 3D.</li> </ul>	<ul style="list-style-type: none"> <li>• Use pencil, paint, clay, collage effectively in their work to demonstrate their understanding as a final outcome of their GCSE.</li> </ul>
GCSE examination work starting January 1 <sup>st</sup> to be completed end of April	<ul style="list-style-type: none"> <li>• How to select their topic from the exam paper given to them in January, understand the four AO outcomes required for the exam.</li> </ul>	<ul style="list-style-type: none"> <li>• Research artists, use drawing effectively, review and refine their work and plan their large ten-hour examination piece, create a preliminary examination piece and complete their ten-hour exam.</li> </ul>

Year 12

Topic Outline	Students should know and understand	Students should be able to
September to December – Skills based project; drawing, painting, monoprints, collage, artists introduction	<ul style="list-style-type: none"> <li>• How to create work where they take risks, learn from their mistakes and explore new techniques.</li> <li>• They should know how to create grounds in painting, layer acrylic paint, create texture, looking at the work of expressive artists such as Kurt Jackson, Barbara Rae, Maggie Hamblyn and Francis Bacon.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify new techniques they have learnt and wish to use in their artwork and those techniques that they will not move forward with.</li> <li>• Create work in response to researching artists' lives and work, form opinions about the artists' work and explain why they hold those opinions in a clear and concise way.</li> </ul>
January to May – AS exam – topic creating artwork in response to exam paper and creating large final outcome.	<ul style="list-style-type: none"> <li>• How to select their personal project from the exam paper, create a series of work in response following the required AO assessment objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a series of pieces of work in response to an artist, create a series of drawing, painting and 3D work that expresses their individual exam project, be aware of the context and meaning of their work and how this relates to their final exam outcome. Complete their ten-hour exam.</li> </ul>

Year 13

Topic Outline	Students should know and understand	Students should be able to
A Level written essay, 1500 – 4,000 words	<ul style="list-style-type: none"> <li>• How to select an essay subject related to their personal A Level project.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the wider aspects of their chosen art field, understand the context of the art work they are discussing, form a reasoned opinion about the art work and bring their essay to a satisfactory conclusion.</li> </ul>
Personal investigation related to written essay	<ul style="list-style-type: none"> <li>• How to select their own personal project working towards their own skill set and interests within art that will give them the best outcome for their A Level.</li> <li>• How to select materials, resources and artists' work to visually show their skill level and understanding of their artwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend art trip to Tate Modern and Tate Britain in London in order to gather resources, inspiration and information to support their essay and project.</li> <li>• Create a sketch book containing their responses to their selected artists, drawings, paintings, collages, printing work, 3D work as applicable to their own individual project.</li> <li>• Create and form a large-scale final piece in response to their personal project that will be completed within their 15-hour exam.</li> </ul>