

Week 1 Autumn 1= two staff training days

	Autumn 1								Autumn 2							Spring 1						Spring 2						Summer 1					Summer 2							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
13	<p><u>Personal Investigation Project: Theme = Student Choice (teacher guided)</u> 12. Statement of intentions as regards direction of practical portfolio (flow chart?). 13. Take new primary source photos to support statement of intentions and direction. 14. Carryout studies in a range of media, sizes and processes (e.g consider working in print making techniques as well as on a larger scale, out of sketchbook). 15. Continue to look at contextual links, perhaps introducing new artists, periods in art or relating to current world/national or local events. 16. Planning towards a culmination of project: Final pieces(s). Composition sketches, photograph collages. 17. Continue to add to related study, reflecting on practical portfolio.</p>								<p><u>Personal Investigation Project: Theme = Student Choice (teacher guided)</u> Finishes approx. 7tjh May 18. Planning towards a culmination of project: Final pieces(s): Composition sketches, photograph collages (continued). 19. Trials in a range of media for different compositions, and backgrounds (if appropriate). 20. Begin final piece. 21. Continue to add to related study, reflecting on practical portfolio.</p>							<p><u>Personal Investigation Project: Theme = Student Choice (teacher guided)</u> Finishes approx. 7tjh May 22. Complete final piece. 23. Complete related study, reflecting on final piece and Practical Portfolio as a whole. <i>Internally marked and moderated approx. 7th May. Marks to Exam Board by 15th May (in 2021 final deadline for marks to be submitted to SLT was 7.6.21).</i></p>																								
12	<p><u>Introductory Skills building Project: Theme = Portraiture</u> 1. PowerPoint presentation on theme of 'Portraiture', focusing on how different artists have explored identity as a stimulus and interpreted theme. Mind map response to the 'Portrait' theme. 2. Develop drawings from primary sources linked to the 'Portraits' theme. 3. Explore a range of media and techniques in developing outcomes with a strong emphasis on experimentation and self-expression. 4. Investigate artists who have explored the theme. Chuck Close, David Adey, Guy Denning, Nick Genrty, Jo Morse, Van Gogh, Elizabeth</p>								<p><u>Introductory Skills building Project: Theme = Portraiture</u> 9. Introduction to Dry point process. Develop primary source dry points; experiment in different media on photocopies of dry-points. 10. Introduction to mono print process. Develop primary source mono prints; experiment in different media on photocopies of mono prints. 11. Final piece development including mind mapping, composition ideas, background experimentations, photo collage compositions, and annotated mini final piece, testing materials. Create final piece.</p>							<p><u>Personal Investigation Project: Theme = Student Choice (teacher guided)</u> 1. Introduce Personal Investigation project and Related Study, showing exemplar projects. 2. Students to consider a range of project themes before finalising, researching and mindmapping, presenting ideas in sketchbook. 3. Write introduction to Related Study. 4. After deciding on theme, research imagery and ideas around theme in greater depth. 5. Take initial primary source photographs, exploring theme. Carryout studies in a range of media. 6. Teacher led workshops exploring techniques and processes, producing studies from primary and secondary sources, closely related to theme (printing processes, range of wet and dry media). 7. Initial artist research x 3: written and visual analysis using appropriate media. 8. Create artwork in the style of selected artists. 9. Consider running a trip to (London) art galleries to carryout first-hand research. Tailor trip venues and location to student project themes. 10. Consider running a trip to a venue offering life drawing workshops, if appropriate to student project themes (e.g. Compton Verry). 11. Students to continue to add to their Related Study as they develop their Personal Investigation Practical Portfolio.</p>																								



	<p>Frink, Caravaggio, David Hockney, Chagall, Martina Shapiro et al.</p> <p>5. Gallery Visits and decide on areas of focus within theme.</p> <p>6. Primary source studies.</p> <p>7. Artist Pastiche and written analysis x 3</p> <p>8. Primary source studies in the style of artists studied.</p>																	
11	<p><u>Portfolio Project: Teacher choice /Natural Forms SUGGESTED TASKS BELOW</u></p> <ul style="list-style-type: none"> Complete clay tile. Finish Clay tile designs. Present all clay tile development work. Paint fired clay tile Mixed media A3 sub theme study. Oil pastel A3 sub theme study. 	<p><u>Portfolio Project: Teacher choice /Natural Forms SUGGESTED TASKS BELOW</u></p> <ul style="list-style-type: none"> Mock Exam / Milestone Assessment: composition development piece. Collect 4 photographs; select favourite; A5 trial; A4 exam piece. Photomontage and Cubism artist research and pastiche: Juan Gris/Georges Braque/Pablo Picasso/Richard Hamilton/Hannah Hoch. Primary source photograph collages linking to pupil's individual themes. Studies on top of photomontages/collages in a range of media: acrylic paint/oil pastel/coloured pencil. 	<p><u>Portfolio Project: Teacher choice /Natural Forms SUGGESTED TASKS BELOW</u></p> <ul style="list-style-type: none"> Develop idea for final piece with meaning: primary and secondary source imagery; photomontages/collages; design drawings; background trials; colour swatches. Can be 2D, mixed media or single media, relief or 3D piece in clay. Start Final piece. 	<p><u>Portfolio Project: Teacher choice /Natural Forms SUGGESTED TASKS BELOW</u></p> <ul style="list-style-type: none"> Complete final piece. Mount up and present all final piece development work 	<p><u>Portfolio Project: Teacher choice /Natural Forms SUGGESTED TASKS BELOW</u></p> <ul style="list-style-type: none"> Present any work not yet presented Revisit work to refine. Sort portfolio ready for final assessment and moderation. <p><i>Internally marked and moderated approx. 7th May. Marks to Exam Board by 15th May (in 2021 final deadline for marks to be submitted to SLT was 7.6.21).</i></p>													
10	<p><u>Portfolio Project: Teacher choice /Natural Forms SUGGESTED TASKS BELOW</u></p> <p><i>(Natural Forms can be general or 4 -5 choices within this theme, e.g, Fruit and Veg, Flowers, Landscape, Animals, Anatomy)</i></p> <p>1. Project introduction and mind mapping.</p> <p>2. Introduction to artists – mind map/research sheet.</p>	<p><u>Portfolio Project: Teacher choice /Natural Forms SUGGESTED TASKS BELOW</u></p> <p>4. Assessed 'A4 exam piece' natural forms study, produced in 3 hours, independently (primary source imagery; A5 trial version, background experimentation).</p> <p>5. Artist pastiche and written analysis: Karl Blossfeldt (or other appropriate artist). Chalk and charcoal on sugar paper. Mono-prints from imagery of subject matter relating to project theme (e.g plants). Experiments with a range of media on top of best monoprints (photocopies).</p>	<p><u>Portfolio Project: Teacher choice /Natural Forms SUGGESTED TASKS BELOW</u></p> <p>6. Assessed 'exam piece' natural forms composition, produced in 3 hours, independently (primary source imagery; A5 trial version): A3 pencil study, linking to work on Blossfeldt / other individual appropriate artist.</p> <p>7. Pupils to decide on sub theme from a range provided by teacher (fruit and veg; flowers/botanical;</p>	<p><u>Portfolio Project: Teacher choice /Natural Forms SUGGESTED TASKS BELOW</u></p> <p>8. Take primary source photographs linking to sub theme, exploring depth of meaning. Teacher to support by sourcing objects/primary/secondary source imagery.</p> <p>9. Primary and secondary source studies in a range of media.</p>	<p><u>Portfolio Project: Teacher choice /Natural Forms SUGGESTED TASKS BELOW</u></p> <p>12. Create clay tile. Dry and fire</p> <p>13. Paint clay tile when fired, using ready mix paint.</p> <p>14. Photomontage and Cubism artist research and pastiche: Juan Gris/Georges</p>	<p><u>Portfolio Project: Teacher choice /Natural Forms SUGGESTED TASKS BELOW</u></p> <p>15. Photomontage and Cubism artist research and pastiche: Juan Gris/Georges Braque/Pablo Picasso/Richard Hamilton/Hannah Hoch.</p> <p>16. Primary source photograph collages linking to pupil's individual themes.</p>												



	<p>3. Artist pastiche and written analysis: Maria Rivans (Collage using primary/secondary source photographs); close-up study (acrylic paint) of section of collage.</p>		<p>sea life; animal skulls; birds). Create mood board of primary and secondary source imagery. 8. Timed Drawings: experimental drawings from secondary source images connected to sub theme—work from images on moodboard. 9. Research sheet of 6 artists that relate to sub theme – imagery and brief notes. 10. Artist pastiche and written analysis on one of above artists.</p> <p>(NB: if pupils already working on a sub theme, then the sub theme here can be developed further/into greater depth of meaning, EG: <i>Fruit and Veg – Poisonous fruit and veg/decay/fruit and veg used for medicinal reasons / famine; Flowers - poisonous; allegorical meanings; Landscape – war-torn landscape/effect of man on landscape/litter/pollution; Animals – endangered animals due to man; Anatomy – animal/human/transformation to anatomy due to disease such as cancer/self portrait/skulls/vanitas</i>)</p>	<p>10. Artist pastiche and written analysis: ceramic artist linking to pupil’s individual themes. 11. Develop design for clay tile, linking to theme and exploring meaning (imagery, colour, texture etc).</p>	<p>Braque/Pablo Picasso/Richard Hamilton/Hannah Hoch.</p>	
<p>9</p>	<p><u>Sweet Treats</u></p> <p>1. Project introduction. A3 Design sheet: mindmap exploring theme, moodboard of relevant primary and secondary source imagery. 2. A3 Design sheet: initial artist research page – x6 artists. EG. Sarah Graham, Joel Penkman, Hana Kaciniel, Wayne Thiebaud, Marcello Barenghi, Kendyll Hillegas, Howard Lee, Nigel Humphries 3. A3 Design sheet: Timed Drawings: experimental drawings from secondary source images connected to <u>sweet treats – work from images on moodboard.</u></p>	<p><u>Sweet Treats</u></p> <p>3. Sweet Treats primary source photoshoot working in style of chosen artist. 4. Mono print from favourite primary source photo. 5. Experiments on mono print p/copies in a variety of mediums (coloured pencil, water colour paint, 2B pencil). 6. Oil Pastel mono print from colour primary source photo. 7. 2B pencil study, using grid method, focusing on varying tone to show 3D form and detail.</p>	<p><u>Sweet Treats</u></p> <p>8. Introduction to Pop Art. Research and artist pastiche. /connection to Sweet Treats. Second Artist research, written analysis and pastiche into one artist. EG. Sarah Graham, Joel Penkman, Hana Kaciniel, Wayne Thiebaud, Marcello Barenghi, Kendyll Hillegas, Howard Lee, Nigel Humphries. 8. Photoshoot for design for clay tile, linking to above artists study. 9. Create clay tile from design. 10. Paint fired clay tile.</p>	<p><u>Portraiture and Identity</u></p> <p>1. Project introduction. Mindmap exploring theme, moodboard of relevant imagery. 2. Selfies. Sheet of primary source photographs of self. 3. A4 Self portrait from favourite primary photograph using grid method. 2B pencil – smooth shading and mark making. 4. Initial artist research sheet – x6 artists. research how artists represent their own interests/mood in their self</p>	<p><u>Portraiture and Identity</u></p> <p>6. Second Artist research, written analysis and pastiche into one artist. 7. Explore own personal interests. Design sheet with primary/secondary imagery relating to own interests. 8. Timed Drawings: experimental drawings from images relating to own interests.</p>	<p><u>Portraiture and Identity</u></p> <p>9. Design for final portrait exploring backgrounds as well as selfie poses and secondary imagery <i>(or could be an exploration of colour, rather than express emotions). Might have to be prescriptive with some pupils, depending on levels of independence/ability.</i> 10. Carryout final piece.</p>



	2. Artist research, written analysis and pastiche into one artist from initial artist research sheet.			portraits: Imagery/Colour/Technique. E.G, Frida Kahlo (LGBTQ+ task as developed by RQ, CL and SF in February 2021), Edvard Munch.... 5. Artist research, written analysis and pastiche into one artist from initial artist research sheet.		
<p><u>For 2021-22 year 7 and 8 are doing the same projects. This is because it is a new curriculum, and year 8 must not miss out on the building blocks to their Art Education.</u></p>			<p><u>In 2022-23, year 8 will have a new curriculum, studying three projects, which build upon the knowledge, skills and techniques learnt in year 7</u></p>			
7 and 8	<p><u>Mark Making</u></p> <ul style="list-style-type: none"> • Introduction to pencil media, pen, mark making, different types of line – grids/ladders. 2 lessons? • Art Movement/Artist link: Op Art/Bridget Riley. Glue in choice of reference and copy section? Note down info on Bridget Riley, annotating examples of her art work. 2 lessons? • Apply knowledge of Op Art to Cube net. Put together net to form cube. P/copy to glue in sketchbook; actual cube to form part of hanging display? 3 lessons? <p><u>Colour Theory</u></p> <ul style="list-style-type: none"> • Introduction to colour theory: Primary, secondary, tertiary colours. Apply colour to theory blanks/grids all on an A3 sheet to staple into sketchbooks. Paint? 2 lessons? 	<p><u>Colour Theory and Op Art</u></p> <ul style="list-style-type: none"> • Artist link: Surya Namaskar. Introduce artist. Glue in choice of reference and copy section? (paint? Coloured pencil?); note down info on Surya annotating examples of his art work. 2 lessons? • Colour Theory transition into 3D forms and shapes. Explore depth and Geometric Art. Artist link: Victor Vasarely. • Render shape outlines to show 3D form (pencil and coloured pencil). 1 lesson? • Draw shapes in one point perspective. Render to show 3D Form and depth (coloured pencil). 2 lessons? • Artist link: Victor Vasarely. Glue in full colour reference and apply colour to outline only section (paint? Coloured pencil?); note down info on Vasarely, annotating examples of his art work. 2 lessons? • Final piece: Optical illusions. Apply knowledge of black and white op art and colour op art. 2D pieces, or could apply to nets again? 2 – 3 lessons. 	<p><u>Colour Theory: Pointillism and Aboriginal Art</u></p> <ul style="list-style-type: none"> • Transition from Op Art and Colour Theory into Pointillism (and impressionism). Introduce techniques, and brief history. Note down key info, glue in exemplar, and create own exemplar, simple shape outline, to demonstrate understanding of the painting technique (paint). Create pointillism colour wheel. 2 lessons? • Art Movement Link: Introduce aboriginal art and use of pointillism technique. Introduce techniques, and brief history. Note down key info, glue in exemplar. 1 lesson? • Artist link: Yayoi Kusama (Japanese artist who explores colour and uses dots in her work). Introduce artist. Glue in choice of reference and copy section/create own piece inspired by artist 	<p><u>Colour Theory: Pointillism and Aboriginal Art</u></p> <ul style="list-style-type: none"> • Artist link: Judy Watson (Australian Aboriginal Artist). Introduce artist. Glue in choice of reference and copy section/Create own version inspired by (paint? Coloured pencil?). 1 lesson? • Create designs for own piece of aboriginal-inspired artwork, linking to both Kusama and Watson using pointillism painting techniques. 2 lessons? • Create final piece. aboriginal-inspired. 2 lessons? Use chart of symbols to create a story, and then use these symbols to create artwork. 	<p><u>Islamic Art and Arts & Crafts Movement</u></p> <ul style="list-style-type: none"> • Art Movement/Artist link: Arts and Crafts; William Morris. Introduce movement and key artist. Glue in choice of reference and copy section? Coloured pencil. 1.5 lessons? • Patterns in Islamic Art: Calligraphy, Geometric, Plant-like. Introduce decorative elements and make connection with Art and Crafts. Glue in choice of reference and copy section? Coloured pencil. 1.5 lessons? • Create own tile design, combining knowledge and understanding of 	<ul style="list-style-type: none"> • Transfer design onto Polystyrene tile and create polyprint. Do individual prints for pupil sketchbooks and group print for display as a repeat pattern. 2-3 lessons. • Artist Link: Asmahan A. Mosleh – Yemeni Mandala Artist. Glue in choice of reference and copy section? Coloured pencil. Use tracing paper to ensure symmetry. 2 lessons?



			(paint? Coloured pencil?). 1 lesson?		Arts and Crafts/William Morris and Islamic Art Patterns. Work on Graph paper for accuracy. Incorporate symmetry / radial design. 2 lessons?	
--	--	--	---	--	--	--