



	Unit 1	Unit 2	Unit 3
7	<p>“Everyday objects” LINE, SHAPE, COLOUR.</p> <p>Fine Art: Observational drawing, line weight, contour lines, continuous line. Painting; Colour theory -primary, secondary, tertiary, complimentary. Artists—Pop Art, Michael Craig- Martin</p>	<p>“Sweets and Treats” LINE, FORM, TONE, COLOUR</p> <p>Fine Art: Direct Observational drawing, colour blending, tonal gradients, crayon and paint Artists—Sarah Graham, Joel Penkman</p>	
8	<p>“Birds and insects” LINE, TEXTURE, PATTERN</p> <p>Illustration and Printmaking: Pen/ink illustration, mark making, textural tone, relief/collagraph print. Artists– Nigel Peake, Angie Lewin, Mark Hearld</p>	<p>“Land/Cityscapes” PERSPECTIVE, COLOUR TONE, SPACE, SCALE</p> <p>Painting, colour tints and shades, textural tone, hierarchy, foreground middle/background, grid translation, scratchboard. Artists- Van Gogh, George Birrel</p>	
9	<p>“Portraits” PROPORTION, TONE, FORM</p> <p>facial features drawing, proportions,</p>	<p>“Expressive Portraits” LINE, COLOUR, TONE</p> <p>Drawing &amp; Painting–facial proportion, facial features, mixing paint colours, tints/ shades, hues and skin tones. Artists–Picasso</p>	<p>“Masks and Costume” COLOUR, LINE, TEXTURE, FORM</p> <p>Expressive line, meaning, symmetry 2D/3D collage and sculpture Art of Africa- Masks, Bermuda Gombeys</p>
10	<p>Coursework portfolio 1 “Natural Structures”</p> <p><b>Pupils will explore a range of ideas from the starting point. They will experiment with a variety of media, techniques and processes; explore how other artists have approached the themes, develop and record their own ideas and observations; present a range of outcomes and a final outcome derived from their exploratory studies.</b> Develop ideas by investigating artists, through both written research and practical exploration. Refine and improve skills by exploring ideas, experimenting with media, techniques and processes.</p>		<p>Coursework portfolio 2 “Architectural Structures”</p> <p>Pupils will explore a range of ideas from the starting point. They will experiment with a variety of media, techniques and processes; explore how other artists have approached the themes, develop and record their own ideas and observations; present a range of outcomes and a final outcome derived from their exploratory studies. Record ideas through drawing, photographs and written annotation. Explain ideas and intentions as work progresses. Present a personal and meaningful final outcome to project that brings together ideas and demonstrates skills and understanding.</p>
11	<p>Coursework portfolio 3 “Social Structures”</p> <p>Pupils will explore a range of ideas from the starting point “Social Structures”. They will experiment with a variety of media, techniques and processes; explore how other artists have approached the themes, develop and record their own ideas and observations; present a range of outcomes and a final outcome derived from their exploratory studies. Develop ideas by investigating artists, through both written research and practical exploration. Refine and improve skills by exploring ideas, experimenting with media, techniques and processes.</p>	<p><b>GCSE Externally set assignment</b> <b>Develop ideas by investigating artists, through both written research and practical exploration.</b> <b>Refine and improve skills by exploring ideas, experimenting with media, techniques and processes.</b> <b>Record ideas through drawing, photographs and written annotation.</b> <b>Explain ideas and intentions as work progresses.</b> <b>Present a personal and meaningful final outcome to project that brings together ideas and demonstrates skills and understanding.</b> Record ideas through drawing, photographs and written annotation. Explain ideas and intentions as work progresses. Present a personal and meaningful final outcome to project that brings together ideas and demonstrates skills and understanding.</p>	<p>GCSE External exam</p>

Pupils will have the opportunity to expand their creativity through experimentation using a variety of media, techniques and processes. They will develop their creative and critical thinking through exploration of a variety of themes and contexts, taking inspiration from an array of artists and cultural stimuli.