

Art

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<p>Plymouth Project</p> <p>Researching buildings and architecture, noticing their style and purpose</p> <p>Exploring drawing and printmaking</p>	<p>Plymouth Project</p> <p>The project focuses on buildings in Plymouth. Students explore relief work</p>	<p>Toys</p> <p>Toys are used as a stimulus to explore, artists, techniques, methods, and materials</p> <p>Students create a scene using mixed media and small toys</p> <p>Focus on observational drawing</p>	<p>Wild Things</p> <p>The project is inspired by the book, 'Where the Wild Things Are' by Maurice Sendak</p> <p>Students explore mark making and texture. Working from imagination, students create their own 'Wild Things'</p> <p>Two-dimensional work leads onto a mixed media sculpture</p>	<p>Hedgerows</p> <p>Students are encouraged to use the outside environment as a stimulus and use a range of drawing techniques and explore a variety of two-dimensional media</p>	<p>Hedgerows</p> <p>Students work towards a mixed media collage outcome based on their prior learning</p> <p>Opportunities for learning outside of the classroom and land art are included in this term</p>
Year 8	<p>Figures in Clay</p> <p>Students develop ideas towards making a ceramic head and shoulders based on a superhero or a profession they aspire to</p>	<p>Figures in Clay</p> <p>Through self-portraiture, students study proportions and formal elements</p> <p>Different ceramic artists are compared and studied</p>	<p>Art in Boxes</p> <p>Inspired by the artist, Joseph Cornell students create a compartmented box and decorate it in the artist's style</p>	<p>Art in Boxes</p> <p>Students make artifacts to go in their boxes, such as ceramic pots, worry dolls, story boxes and pop-up images</p>	<p>Landscapes</p> <p>Exploring landscapes and the outside environment.</p> <p>Students study artists such as, Kurt Jackson, Constable, and Monet</p>	<p>Textile Landscapes</p> <p>Students explore a range of textile techniques to create a textile landscape</p>

<p>Year 9</p>	<p>Other Cultures</p> <p>Exploring patterns and textures from other cultures. This will involve printmaking using 2-3 different colours</p>	<p>African Masks</p> <p>Researching and following a design process. The outcome is a mixed media mask, based on African culture</p>	<p>Insects</p> <p>Using insects as a stimulus, students draw from observation using a variety of materials of 2D materials, including iPads</p>	<p>Insects</p> <p>Students develop ideas leading to a sculpture of an insect, using textiles, jewellery and wire</p>	<p>Patterns and shapes in the Natural Environment.</p> <p>Inspired by the artist Friedrich Hundertwasser, student produce work relating to nature, architecture, and environmental issues</p>	<p>Hundertwasser</p> <p>Following on from term 5, students develop ideas towards a canvas in the style of the artist Friedrich Hundertwasser</p>
<p>Year 10</p>	<p>Identity</p> <p>Students respond to a variety of artists who have explored identity and portraiture. Skills include, painting, drawing with a focus on formal elements</p>	<p>Block printing and Etching</p> <p>Students use themselves as a stimulus and create etchings and block prints</p>	<p>Design ideas for a Self-portrait</p> <p>Student work towards a canvas expressing their identity. Students are encouraged to explore alternative designs and refine their work</p>	<p>Self-portrait on canvas</p> <p>Students will finalise their ideas, respond to an artist and complete a canvas. All work will be evaluated and annotated</p>	<p>Ceramic Sculptures</p> <p>Students respond to the ceramic artist Jane Muir and develop ideas towards a ceramic sculpture</p>	<p>Ceramic Sculptures</p> <p>Following on from term 5, students practice their ideas using clay and then create their ceramic sculptures</p>
<p>Year 11</p>	<p>Mixed Media Sculptures</p> <p>Following research and recording of a specialist interest, students develop ideas towards a mixed media sculpture</p>	<p>Mixed Media Sculptures</p> <p>Exploring a variety of materials, including mod roc, students work towards and create their final outcomes.</p>	<p>Exam Preparation</p> <p>Students are issued with the exam paper. They select a theme and proceed to record responses, develop ideas, respond to the work of other artists and explore materials relating to the theme</p>	<p>Exam Preparation</p> <p>Students continue with their exam preparation, building confidence and independence in selecting and using materials</p>	<p>Controlled Test</p> <p>Students continue to prepare for the controlled test. During May they will participate in a 10-hour controlled test</p>	<p>Art for Wellbeing</p> <p>Once all the work is moderated and grades are submitted, students have some time to use art for their leisure and wellbeing</p>