

Art	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p><b>Students will rotate across Creative Studies. Each project will last 9-10 weeks (2 hours a week).</b></p> <p><b>Rotation 1 ART</b></p> <p><b>Y7 Art – Portraiture</b></p> <p>This is an introduction to portraiture. Students will learn the key ideas around proportion and placement. They will explore colour theory, focussing on mood and basic colour theory. Students will explore line and mark-making through monoprint. Students will experiment with a range of techniques to develop visual texture and colour mixing. They will apply their learnt knowledge in a playful manner. They will learn about portraiture across time periods in their art history sessions and will focus on Jenny Saville. They will read around the artist, analyse a piece with key words and respond visually building upon the skills they have learnt.</p> <p><b>Y7 Art - Architecture</b></p> <p>Students will explore a range of ways artists have been inspired by the built environment. This will include the school building, images of buildings from Norwich and buildings that have special interest to them. Through discussions and art history students will explore the function of architecture and how buildings are designed for purpose. Students will use a variety of media to record buildings through drawing, painting and model making. Pupils will then create their own designs for a collaborative cityscape.</p>					

	<p><b>ROTATION 2 ART, TEXTILES &amp; GRAPHICS</b></p> <p><b>Y7 Art Textiles- Worry Monsters</b></p> <p>Students will experience and understand the therapeutic properties of creative making. Through the exploration of wellbeing, Guatemalan worry dolls and the design process students will design and make a personalised worry monster for an identified client.</p> <p>Students will explore a range of textile artists and sculptors in order to inform their creative decisions. Students will build on and learn new hand stitches, applique and fabric manipulation techniques. They will learn how to construct their soft sculpture by designing, making templates, safely pinning, cutting and stitching in order to create their own individual outcome. Students will explore Graphic design through the creation a poster to advertise their product.</p>
Year 8	<p><b>Students will rotate across Creative Studies. Each project will last 9-10 weeks (2 hours a week).</b></p> <p><b>Y8 Art – Sculpture, Pattern &amp; Print</b></p> <p>This unit is planned to develop the observation skills of students through drawing, mixed media and then refined through sculpture, textiles and fashion.</p> <p>Students will have the opportunity to develop their carving and modelling skills, exploring the qualities of the materials they are using.</p> <p>Students will explore pattern through gelli plate printing. Students will work digitally to generate a series of repeat patterns, simulating industry working practices. Work will be developed into a sculpture and in a fashion context. They will learn how work can be refined to create artwork they are proud of.</p> <p>Students will develop their understanding of pattern and sculpture through their study of Art History in the context of their work. They will continue to develop their use of specialist vocabulary and use this in their writing and speaking.</p>

	<p><b>Y8 – Digital Art &amp; Photography Superheroes &amp; Villains</b></p> <p>Students will be introduced to the basic functions of a DSLR camera. They will take a series of photoshoots developing their confidence with controlling the camera and using simple composition techniques.</p> <p>We will explore the impact of posture and angles when documenting a person. Students will be introduced to photoshop techniques and exploring digital manipulation as well as physical manipulation. Students will explore typography and develop skills using 2-point perspective.</p>
Year 9	<p><b>Students will rotate across Creative Studies. Each project will last half a term (2 hours a week).</b></p> <p><b>Y9 - Portraiture</b></p> <p>This builds upon the previous portraiture unit in Y7 and the development of skills learnt in Y8 around mark-making and tone. Students will examine the topic as a concept that they have space to dictate the outcomes. They will explore the idea of a digital and authentic self and what this means in the world of contemporary portraiture. They will develop a range of skills and will have time to refine their drawing and compositional ideas. They will continue to develop their understanding of symbolism in Art History and will analyse the work of Ed Fairburn in greater depth. Composition is a key feature in this unit.</p> <p><b>Y9 Textiles – Activist Fashion</b></p> <p>Students will explore the causes and effects of climate change. They will find positive solutions to ‘fast fashion’ through the individualised customisation of clothing. Students will experiment with a range of textile techniques; hand and machine stitch, applique, fabric manipulation, weave and fashion design. They will design and customise a piece of clothing to create activist fashion in order to promote positive change.</p> <p>They will develop their understanding of fashion and textiles through their study of Art History in the context of their work. They will continue to develop their use of specialist vocabulary and use this in their writing and speaking.</p>

	<p><b>Y9 Photography - Dystopian Narrative</b></p> <p>Students will explore the theme of Dystopian Narrative through a range of photoshoots. Students will be required to consider the narrative of their images and how this may be communicated with an audience.</p> <p>Students will be required to complete a series of editing tasks using photoshop, building on their previous learning in year 8. Students will also be required to complete a series of physical editing techniques exploring narrative. The project will culminate in a design brief where students will choose to complete a film poster, book cover or game cover.</p>		
Year 10	<p>Component 1</p> <p>Project 1</p> <p>Students will be exploring the theme of 'Identity' by using a range of recording and experimental techniques including: pencil drawing, acrylic painting and dry-point etching, monoprint, collage, stitch, photography and photoshop. Students will produce a series of artwork accompanied with some research and analysis. This will prepare them for their personal project during the Spring Term.</p> <p><i>Skills: Develop observational, presentation, research and writing skills. Critical thinking and using key words.</i></p>	Component 1	<p>Project 2</p> <p>Students will begin working on their major project that contributes towards the majority of their 60% coursework grade; this coursework is due in December 2025. Students are all working on independent projects responding to the chosen theme.</p> <p><i>Skills: Students will explore a broader range of materials and techniques that relate to their personal project.</i></p>
Year 11	<p>Component 1</p> <p>Project 2</p> <p>Students are currently working on their major project that contributes 60% to their GCSE grade. The deadline for this unit is December 19<sup>th</sup> 2024. Students will create their final</p>	<p>Component 2</p> <p>Externally Set Assignment</p> <p>One of the assignments is to be selected by the student and used as a starting point from which to elicit a personal, creative response. Responses are developed during the preparatory study</p>	

	<p>outcome in a 10 hour timed assessment w/b 16th December. All students are all working on independent projects responding to their personal theme.</p>	<p>period. They should take the form of practical, critical and contextual preparatory work/supporting studies which inform the resolution of the student's ideas in the 10 hours sustained focus study. Exam dates w/b 31st March 2025.</p>		
Year 12 Art & Design	<p>Induction to Art &amp; Design Skills building workshop. Students will explore critical thinking and Art history. Students will explore the theme 'Absence &amp; Presence'.</p>	<p>Students will explore the theme 'Beautiful Mundane' by refining their own personal idea. They will explore a range of recording techniques to develop their project.</p>	<p>Students will be introduced to a new theme which will be the start of their major unit which will continue into Y13. They will work on personal projects facilitated by their teachers.</p>	<p>Students will begin the Personal Study unit and will develop a range of critical writing and analysis skills.</p>
Year 13 Art & Design	<p>Component 1</p> <p>Students will continue to develop their personal study and practical work. They will work through the assessment objectives and explore a range of skills in depth to help realise their personal intentions. The coursework is worth 60% of the A level grade. Students will submit their work in April 2025.</p>	<p>Component 2</p> <p>Externally Set Assignment</p> <p>One of the assignments is to be selected by the student and used as a starting point from which to elicit a personal, creative response. Responses are developed during the preparatory study period. They should take the form of practical, critical and contextual preparatory work/supporting studies which inform the resolution of the student's ideas in the 10 hours</p>		

		sustained focus study. Exam dates w/b 5th May 2025.		
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