

Yr7	<p>Topics:</p> <p>History of Art</p>	<p>Learning Outcomes:</p> <p>Critical and analytical skills, verbal presentation skills, tonal studies, colour theory and presentation skills.</p> <p>Students will study the formal elements of tone, line, shape, form and texture. They will explore drawing and shading techniques, application of colour and colour theory. They will investigate a variety of artists and artefacts across various times and cultures; meaning that whatever their experience of art at KS2, they are given every opportunity to succeed and enjoy art. Cross curricular links with literacy and numeracy are incorporated into our schemes of work and students are encourage to be reflective practitioners; developing a critical and contextual understanding of their own and others' work.</p>
Yr8	<p>Topics:</p> <p>Mythical creatures</p> <p>Pop Art</p> <p>Landscapes</p>	<p>Learning Outcomes:</p> <p>Cultural and critical understanding, stencil skills, perspective and formal elements, scale and different media.</p> <p>Students will refine and develop skills learnt in year 7 through the topics of Mythical Creatures, Pop Art and Landscapes. Students extend their learning by looking at more complex concepts, such as perspective and scale; whilst developing their confidence in technical and explorative media.</p>
Yr9	<p>Topics:</p> <p>Journeys</p> <p>Fantasy architecture</p>	<p>Learning Outcomes:</p> <p>Photoshop skills, photography skills, design, how to personalise their work and conceptual ideas.</p> <p>Having developed their foundation art and design skills through years 7 and 8, in year 9, our learners are encouraged to take more creative risks. The topics the learners explore at year 9 are more conceptual, allowing students to take ownership of their own ideas and interests and develop their confidence in both traditional and new media. The schemes of work are designed to enable students to develop a personal response to themes such as Journeys and Fantasy Architecture. Students are access assessment criteria similar to that of GCSE and A level.</p> <p>This year is very much centred on preparing students for GCSE choices and therefore, by semester 4 students will already begin to experience their</p>

		chosen specialism for KS4 by undertaking subject specific, individualised areas of study.
<b>Yr10</b>	<p>AQA</p> <p>Topics:</p> <p>Photography-Perspective &amp; Movement</p> <p>Graphics- Scent Packaging</p> <p>Textiles- Architecture in fashion</p> <p>Fine art- Close up/Metamorphosis</p>	<p>Learning Outcomes:</p> <p>Research, recording, experimentation and an informed final piece.</p> <p>The work produced in the year 10 projects in all specialisms equates to 25% of the final GCSE assessment. By this stage students are undertaking specialist areas of study. Students are expected to be self-motivated, create ideas and undertake research, which reflects a genuine personal interest in their themes. Projects must answer the main assessment criteria. Students must ensure all work they produce is personal, meaningful and deeply informed by the artists. Year 10 units of study contribute to the coursework element of assessment only.</p>
<b>Yr11</b>	<p>AQA</p> <p>Topics:</p> <p>Fine art- Structure/Portraits/Landscapes</p> <p>Graphics- Album Artwork.</p> <p>Photography- Movement</p> <p>Textiles- Identity</p>	<p>Learning Outcomes:</p> <p>Research, recording, experimentation and an informed final piece.</p> <p>By Year 11 students are expected to be more expert in their chosen field and display more specific high-level specialist skills. In Year 11, students undertake the second half of their coursework assessment, again worth 25%. Students are issued with the exam paper in mid January, which makes up the remaining 50% of their overall grading.</p>
<b>Yr12</b>	<p>AQA</p> <p>Topics:</p> <p>Fine art- portraiture</p> <p>Graphics – Best of British</p> <p>Photography- CD cover</p> <p>Textiles- Architecture in fashion</p>	<p>Learning Outcomes:</p> <p>Research, recording, experimentation and an informed final piece.</p> <p>By Year 12 students are expected to possess high-level skills and aptitude in their chosen area from the outset. That said, the AS level year is very much based around experimentation of new media and techniques akin to the specialist area. By Year 12 students are expected to already possess excellent research and development skills that demonstrates a committed and genuine interest in their selected field of study. AS students will undertake two distinct projects. Both are coursework based and worth 30% of their final A level Grade.</p>
<b>Yr13</b>	<p>AQA</p> <p>Topics:</p> <p>Personal Investigation</p>	<p>Learning Outcomes:</p> <p>Research, recording, experimentation and an informed final piece.</p> <p>In Unit 3, the students are expected to undertake a personal investigation. This comprises of a traditional</p>

		<p>coursework project based around a specialist area of study. Coupled with this, students are expected to complete a 3000-word write up that offers a rationale and in-depth summary of their chosen project. Unit 4 takes the form of a controlled assessment. Students explore a theme chosen from a range of starting points provided by the examination board. The exam paper is issued in early February and is finalise in the form of a 15-hour examination at the end of year 13.</p>
	<p>BTEC National diploma in art and design (Level 3) Specialist areas Graphics Photography Textiles</p>	<p>Learning Outcomes:</p> <p>BTEC Nationals in Art and Design allows students the flexibility to choose the right course to support their progression and every stage in the study. The National Diploma supports the development of specialist knowledge and skills to progress within the creative sector. The course is designed to fit within a larger programme of study.</p> <p>BTEC Nationals are widely recognised by industry and higher education as the signature vocational qualification at Level 3. They provide progression to the workplace either directly or via study at a higher level.</p> <p>BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education. Within the course students will need to develop a portfolio of work cantered around 9 different units of study. Some units are mandatory, others are optional.</p>