

## Curriculum plan and materials needed 2013-2014

	<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
<b>Y7</b>	<p><b>Identity</b></p> <p>Students explore the concept of their identity and produce a pencil tonal portrait and a watercolour self portrait.</p> <p><b>Materials</b></p> <p><i>Pencils</i></p> <p><i>Watercolour block paints</i></p> <p><i>Paintbrushes</i></p> <p><i>Glue</i></p> <p><i>Collage material</i></p> <p><i>A4 and A3 paper</i></p> <p><b>Artists</b></p> <p><i>Van Gogh, Dryden Goodwin</i></p>	<p><b>African Masks</b> (or other culture) – plaster, papier mache, mixed media</p> <p>Students create a mod roc mask based influenced by cultural uses and designs</p> <p><b>Materials</b></p> <p><i>Colour pencils</i></p> <p><i>Mask moulds (These need to be made – we need 15 (30 would be better in case both teaching at same time)</i></p> <p><i>Modroc cut into 1 X 3 in strips</i></p> <p><i>Pots of water</i></p> <p><i>Wallpaper paste for papier mache and strips of newspaper</i></p> <p><i>Poster paints for painting and</i></p> <p><i>PVA glue for final decoration and sealing plaster and paint</i></p> <p><b>Artists</b></p> <p><i>African Art and artefacts</i></p>	<p><b>Viewpoints</b></p> <p>Students develop skills in perspective by producing a landscape drawing. The outcome of a viewpoints box is constructed with a impressionism background, a tonal drawing foreground and found objects.</p> <p><b>Materials</b></p> <p>Pencils</p> <p>Watercolour blocks</p> <p>Oil Pastels</p> <p><b>Artists</b></p> <p>Monet– the Impressionists</p> <p>Joseph Cornell</p>

<p><b>Y8</b></p>	<p><b>Repeat Patterns - Natural forms</b></p> <p>Students explore repeat patterns and design their own inspired by natural forms / nature.</p> <p>lino cut reduction or posters</p> <p>Leaves, buds, plants, flowers to draw</p> <p>Watercolour blocks</p> <p>Tracing paper (A5 size)</p> <p>Range of paper sizes for different designs e.g. A3 to A2 + square pieces for rotated pattern</p> <p><b>Artists</b> William Morris repeat patterns – paintings, batik / Islamic Art, Art Nouveau and Art Deco –</p>	<p><b>Aztec Clay</b></p> <p>Students use clay to produce a pot or tile inspired by the Aztec Culture. Students discover the religions and traditions of the Aztec people and use these as inspiration for their clay designs.</p> <p><b>Materials</b> Colour pencils</p> <p>Clay balls ready or cut for lesson Clay tools, clay boards and rollers Plastic trays and bin bags to store work Clay will need recycling after lessons</p> <p>Later Clay glazes and brushes and water and trays for storage until fired</p> <p><b>Artists</b></p> <p>Aztec art and artefacts</p> <p>OR</p> <p><b>Kate Malone</b></p>	<p><b>Where do you Think you Live?</b></p> <p>Students consider their surrounding environment and produce a final piece using maps and landscape imagery in the style of Mark Bradford and/or Sue Beyer.</p> <p><b>Materials</b></p> <p>Maps/local imagery</p> <p>Collage materials</p> <p>Glue/scissors</p> <p>Watercolour blocks</p> <p>Oil Pastels</p> <p>Cardboard boxes</p> <p><b>Artists</b></p> <p>Sue Beyer</p> <p>Mark Bradford</p>

<p><b>Y9</b></p>	<p><b>Cubist Still Life</b></p> <p>Students study still life arrangements to develop a cubist final piece. This could either be a cardboard relief or paper sculpture.</p> <p><b>Materials</b></p> <p>Still life objects</p> <p>Scrap cardboard</p> <p>Coloured paper</p> <p>Scissors</p> <p>Glue</p> <p>Post paint</p> <p><b>Artists</b></p> <p>Picasso, Braque, Gris</p>	<p><b>Fairytales</b></p> <p>Students explore various illustration techniques and how they can be used as part of a story. Students create their own illustration for a well know fairytale and produce a book / pop-up page.</p> <p><b>Materials</b></p> <p>Paper</p> <p>Colour pencils</p> <p>Watercolour blocks</p> <p>String</p> <p><b>Artists</b></p> <p>Quentin Blake</p> <p>Tim Burton</p> <p>Dave Mckean</p>	<p><b>Pop Art</b></p> <p>Students research the Pop Art movement and produce a pop art sculpture from recycled materials.</p> <p><b>Materials</b></p> <p>Colour pencils</p> <p>Water colour blocks</p> <p>Poster paint</p> <p>Cardboard</p> <p>Paper mache</p> <p>Glue</p>

<b>Y10</b>	<p><b>Landscape</b> Students will develop a portfolio of work by exploring a range of landscape artists, taking first hand photos, producing detailed sketches, visiting galleries, responding to artists and creating a final personal outcome</p> <p>Drawing materials Acrylic paint Oil pastels Pen and ink Lino/printmaking</p>	<p>Students should produce a portfolio of work to meet Assessment objectives 1,2 and 3. They should use this research to produce a final outcome by February half term.</p>	<p>Students will start work on the year 11 project (see below)</p>
<b>Y10/Y11</b>	<p>Mock exam – <b>Identity/mask making</b> Focus is on portraits in a range of media Students should then develop their own idea for their mock exam based on the theme. Each assessment objective will be covered: AO1 Develop (research relevant artists) AO2 Refine (explore a range of media and compositions) AO3 Record (Take first hand photos and make observational drawings) AO4 Produce a final personal outcome that relates to the theme and their research.</p>	<p>Students will analyse and evaluate their portfolio controlled assessment and refine any work to improve their grade</p> <p>Feb: Students will be handed the ESA (externally set assignment) and will have 8 weeks to complete the preparation work. The final piece will be produced in the 10 hour final exam. No additional prep work can be added after the second day of the exam.</p>	<p>ESA completed and portfolio submitted.</p>