

Art Learning Journeys Year 7 -11

Year 7 Art Learning Journey

Baseline assessment
Drawing, analysis, creativity and 3D skills.

Introduction to key skills, techniques and processes.



Introduction to the formal element: **tone & form**

Shells

Introduction to the formal element: **COLOUR**

INDEPENDENT WORK – CREATING A Zentangle Shell



Introduction to the formal element: **Shape**

Introduction to the formal element: **PATTERN.**

Introduction to the formal element: **Texture**

Introduction to formal elements of art.
Media control, blending media and application of the grid method to create a drawing.

Working individually and as groups developing knowledge and skill to enhance understanding of Art

Creative independence to create work that relates to the theme: **Doodle Art.**
Application of key materials whilst focusing on the formal elements.

Learning about contemporary movement (doodle art) Analysing and interpreting artist works (History link)
Career in graphic design. Freelance artists such as Jon Burgerman

Career link: Printmaker

Careers to look at within this topic:

- Painter
- Graphic designer
- Environmental artist
- Ceramicist

Introduction to new materials: watercolour and pencil crayons.

Career link: Freelance artist.

Doodle Art

Topic 2

Active Reading Homework
Doodle Boy.

Researching the artist Jon Burgerman



- Careers to look at within this topic:
- Painter
 - Graphic designer
 - Animator

Revising how to create original work influenced by the work of others.

Creating Doodle art inspired characters.

Developing use of mixed media – Oil pastels and acrylic Paint

Artist research: Pristine Cartera
Turkus.



Topic 3



Dia De Los Muertos

Traditions

Mind Map exploring the 'Day of the Dead'

Analysing the speech & key vocabulary.

Active reading: Exploring Frida Kahlo's work and the career of pattern designing.

By the end of year 7, you should have:

A Basic knowledge of the formal elements and how to apply these to their work.
An emerging sense of creative and independent thought through final outcome choices.

An emerging proficiency in materials: Pen, paint, ink, pencil & sculpture
A moderate ability to analyse the work of Artists and Art movements.

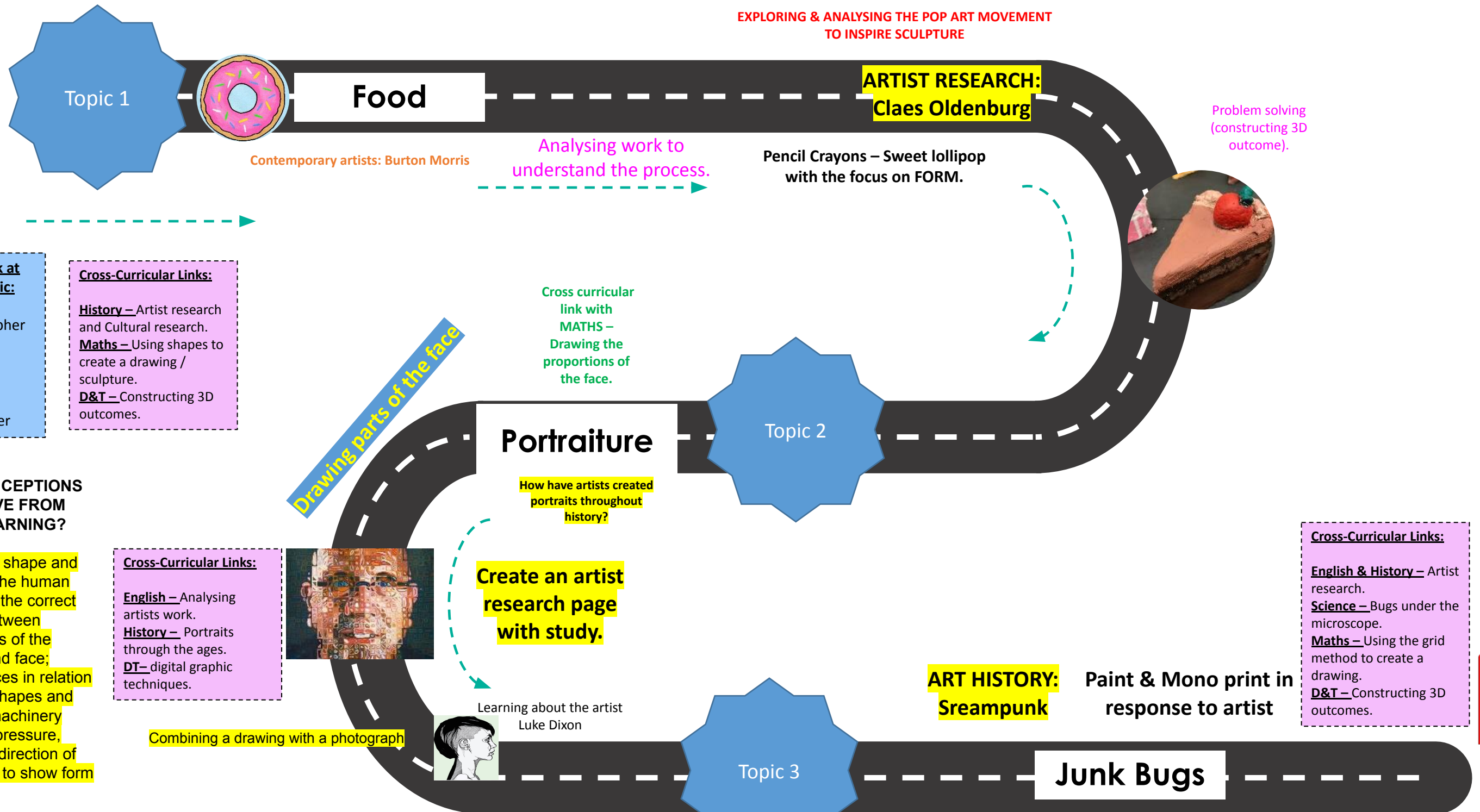
Year 7

WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?
What the primary and secondary colours are; the appropriate pencil pressures for desired tones; how to position lines and marks to show tones; drawings are only successful if they look like reality; how to record the correct proportions when drawing from observations; what constitutes being a successful visual artist.

Year 8 Art Learning Journey

Developing the key skills, techniques and processes.

EXPLORING & ANALYSING THE POP ART MOVEMENT TO INSPIRE SCULPTURE



- Careers to look at within this topic:**
- Food photographer
 - Sculpture Artist
 - Content creator
 - Prop maker

- Cross-Curricular Links:**
- History** – Artist research and Cultural research.
- Maths** – Using shapes to create a drawing / sculpture.
- D&T** – Constructing 3D outcomes.

WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?

The appropriate shape and size of parts of the human figure and face; the correct relationships between positions of parts of the human figure and face; inaccurate choices in relation to drawing the shapes and proportions of machinery accurately; the pressure, positioning and direction of lines and marks to show form and texture;

- Cross-Curricular Links:**
- English** – Analysing artists work.
- History** – Portraits through the ages.
- DT** – digital graphic techniques.

- Cross-Curricular Links:**
- English & History** – Artist research.
- Science** – Bugs under the microscope.
- Maths** – Using the grid method to create a drawing.
- D&T** – Constructing 3D outcomes.

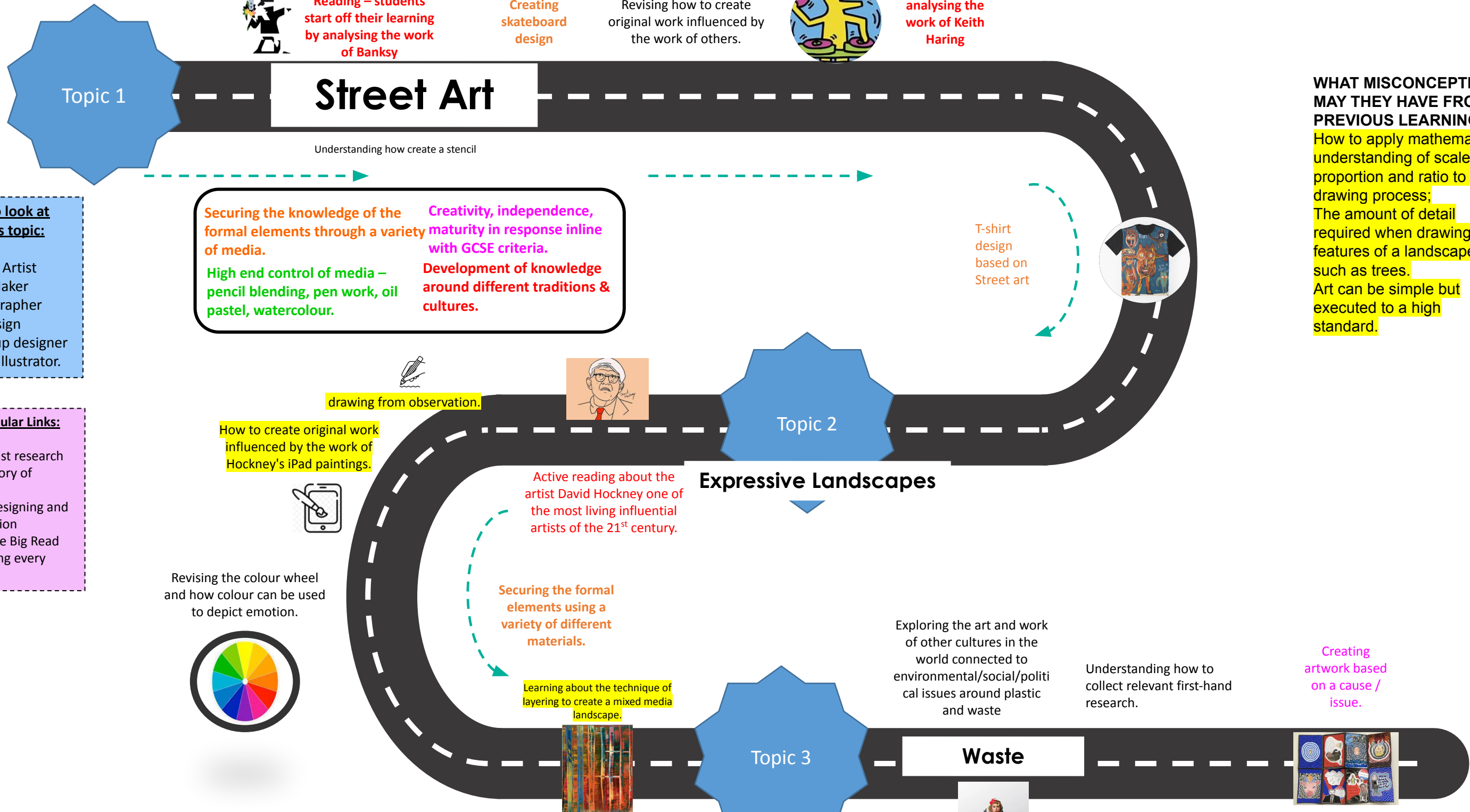
Year 8

- By the end of year 8, you should have:**
- A developing knowledge of the formal elements and how to apply these to your work.
 - An emerging sense of creative and independent thought through final outcome choices.
 - A growing ability to analyse the work of Artists and Art movements using the formal elements.
 - An developed proficiency in materials: Pen, paint, ink, pencil, ceramics, sculpture, printing techniques, oil pastel.

Cross curricular link with SCIENCE, looking at bugs under the microscope.

Year 9 Art Learning Journey

Securing the key skills, techniques and processes



- Careers to look at within this topic:**
- Graffiti Artist
 - Prop Maker
 - Photographer
 - Set Design
 - Make up designer
 - Comic illustrator.

- Cross-Curricular Links:**
- History** (Artist research and the history of techniques)
 - Textiles** – Designing and making fashion
 - English** – The Big Read focus, reading every lesson.

Year 9

By the end of year 9, you should have:

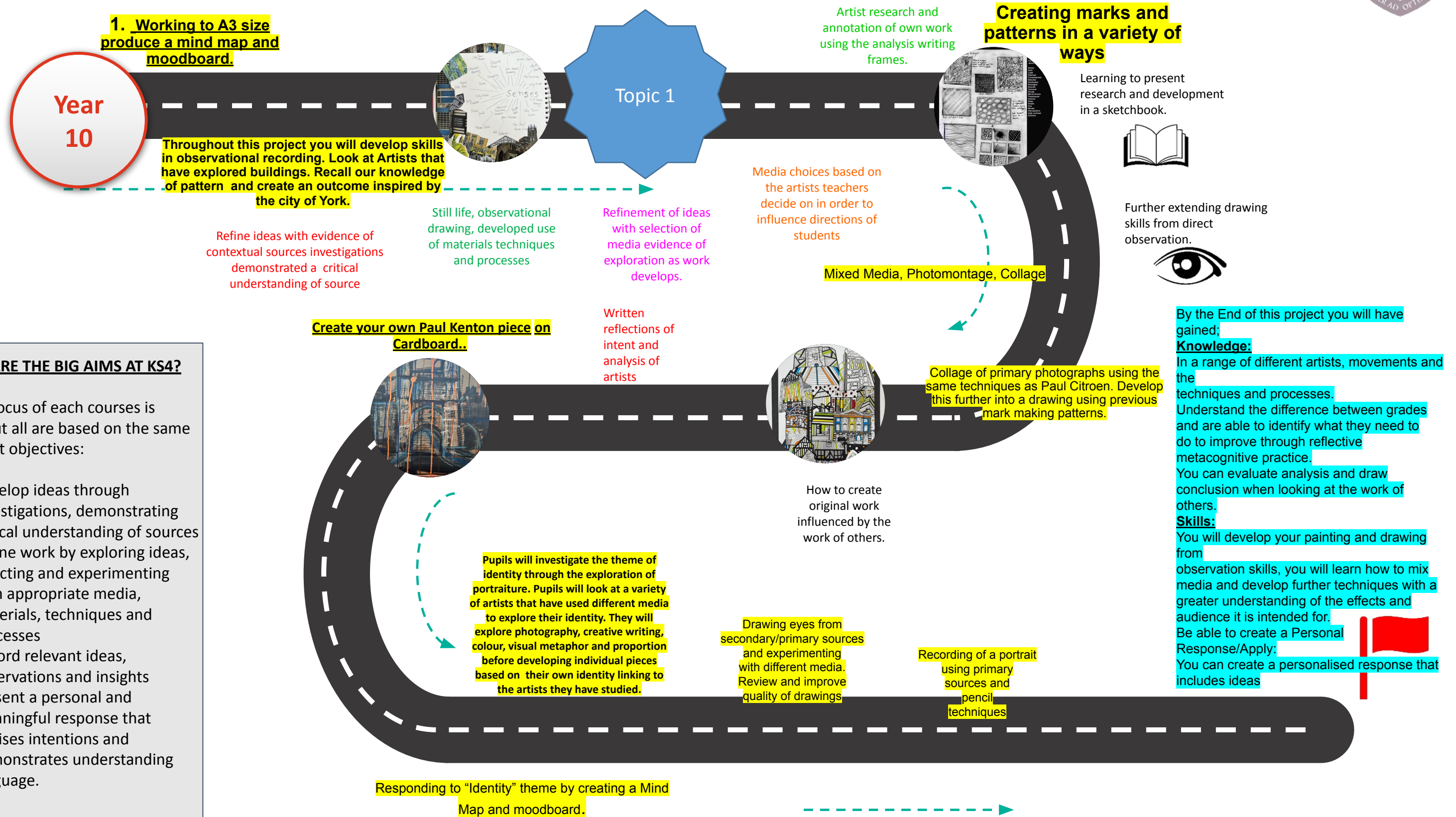
- A growing knowledge of the formal elements and how to apply these to your work.
- An emerging sense of creative and independent thought through final outcome choices.
- A growing ability to analyse the work of Artists and Art movements using the formal elements.
- An developed proficiency in materials: Pen, paint, ink, pencil, ceramics, sculpture, printing techniques, oil pastel.

WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?

- How to apply mathematical understanding of scale, proportion and ratio to the drawing process;
- The amount of detail required when drawing features of a landscape such as trees.
- Art can be simple but executed to a high standard.

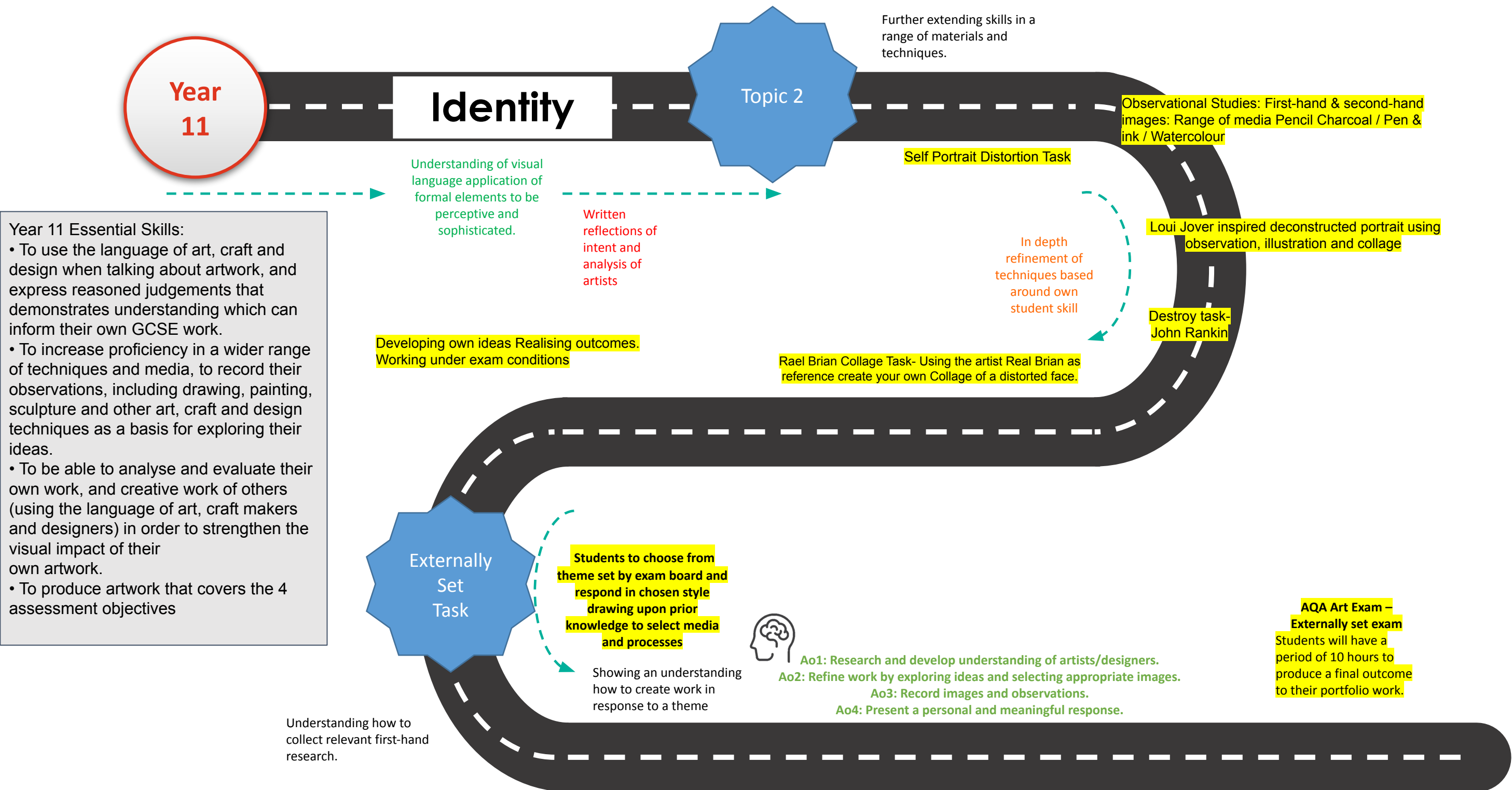
Year 10 Art Learning Journey

Learners must explore, acquire and develop skills knowledge and understanding through the application of techniques and process specific to their chosen area of study



Our curriculum in Years 10 and 11 follows the AQA Art and Design 1-9 GCSE.

Year 11 Art Learning Journey



Year 11 Essential Skills:

- To use the language of art, craft and design when talking about artwork, and express reasoned judgements that demonstrates understanding which can inform their own GCSE work.
- To increase proficiency in a wider range of techniques and media, to record their observations, including drawing, painting, sculpture and other art, craft and design techniques as a basis for exploring their ideas.
- To be able to analyse and evaluate their own work, and creative work of others (using the language of art, craft makers and designers) in order to strengthen the visual impact of their own artwork.
- To produce artwork that covers the 4 assessment objectives

Our curriculum in Years 10 and 11 follows the AQA Art and Design 1-9 GCSE.