

Year 9

Autumn		Spring	Summer
Art			
Eat Me The unit is designed to help students develop a range of key skills, including practical drawing and painting skills as well as critical thinking and creative problem solving skills. Students develop drawing and painting skills using line, tone and colour. Students then extend their use of materials using a wider range of media. Students will be introduced to a variety of still life artists and explore observational paintings through discussion, written analysis and/or visual studies. The unit takes into account the varied experiences at middle school and aims to build on and extend previous teaching and learning.	Our Planet – Animals and Environment This project is aimed to broaden student’s experiences of art and design through a range of 2d and 3d media. Students develop 2d and 3d work exploring the theme of animals and explore environment issues through a 2d illustration.	Carousel Workshops This unit is designed to broaden student’s experiences of Art. The scheme is made up of a series of workshop activities each exploring a different theme. Each workshop lasts for 1-3 lessons.	
Textiles Design			
Sense of Self and Headdress This year aims to give students a broad experience of textile design focusing on three main areas; surface manipulation, 3D making and the development of fashion designs. Students will explore a range of textiles processes such as printing, embroidery, and fabric manipulation. Using imagery that they have collected students will develop their observational skills and apply these particularly when constructing their 3D sample. The students will have an opportunity to analyse artists’ work, experiment with a variety of construction techniques and explore the concept of a collection. At the end of the year students will be focused on a mini project set by their class teacher where students will respond to a set brief.			

Year 10

Autumn		Spring		Summer	
Fine Art					
Fine Art – Closely Observed This project introduces students to <i>GCSE Fine Art</i> through an observational studies based project. The project focuses on the theme <i>Closely Observed</i> and students are taught the processes required to produce a successful project. Students carry out visual research, make observational studies in a variety of materials, research and respond to the work of artists and develop their own final piece.		Layers in the Landscape This project is a landscape based project where students may choose to explore a suitable rural landscapes, town/cityscape or seascapes. The focus of this project is to extend student’s use of materials and to encourage a playful approach to using a variety of media. Students will explore the value of experimenting with materials, specifically layering of materials. Students will be encouraged to select and experiment with a range of materials and explore what impact using layers has on their artwork. Students will be encourage to take creative risks and learn how to reflect and respond to the work they do in order to make progress in their project.		Coursework Extension Students develop their Year 10 work through targeted work and activities based on the Year 10 project themes.	I, Me Mine (see Yr 11)
Textiles Design					
Millinery This project introduces students to <i>GCSE Textile Design</i> through a 3D based project where students explore millenary designers. The focus of this project is to develop student’s use of materials and techniques, exploring three dimensional design for the body. Students will explore the value of experimenting with materials and working from direct observation, specifically creating a 3D structure and dying and manipulating fabric. Students will be encouraged to select and experiment with a range of materials and explore what techniques are successful to record their chosen subject matter. Students will be encouraged to take creative risks and learn how to reflect and respond to the work they create in order to make progress in their project.		The Detailed Surface This project introduces students to <i>GCSE Textile Design</i> through an observational studies based project. The project focuses on the theme The Detailed <i>Surface</i> and students are taught the processes required to developed detailed embroidered work, print and surface manipulation. Students carry out visual research, make observational studies in a variety of materials and processes, research and respond to the work of artists/designers and develop their own final piece		Coursework Extension Students develop their Year 10 work through targeted work and activities based on the Year 10 project themes.	I, Me Mine (see Yr 11)

Year 11 (ESA)

Autumn		Spring		Summer	
Fine Art					
I, Me Mine (Mock Exam Unit) Students are given a broad based Mock Exam title. The Mock Exam brief sheet sets out one broad theme that is then broken down into suggested areas of focus. Students are free to respond to one or more focus areas or develop a focus of their own that falls within the main title theme. The project culminates in a 10 hour sustained focus (exam). Students work unaided and in exam conditions to produce their final planned outcome. This project forms part of the Personal Portfolio submission.		Course work Extension Students develop their Year 10 and/or 11 work through targeted work and activities based on the Year 10 project themes.		Externally Set Assignment Students produce a project in response to the Externally Set Assignment (ESA). The ESA paper sets out one broad theme that is then broken down into suggested areas of focus. Students are free to respond on or more focus areas or develop a focus of their own that falls within the main title theme. The project culminates in a 10 hour sustained focus (exam). Students work unaided and in exam conditions to produce their final planned outcome.	
Textile Design					
I, Me Mine (Mock Exam Unit) Students are given a broad based Mock Exam title. The Mock Exam brief sheet sets out one broad theme that is then broken down into suggested areas of focus. Students are free to respond to one or more focus areas or develop a focus of their own that falls within the main title theme. The project culminates in a 10 hour sustained focus (exam). Students work unaided and in exam conditions to produce their final planned outcome. This project forms part of the Personal Portfolio submission.		Course work Extension Students develop their Year 10 and/or 11 work through targeted work and activities based on the Year 10 project themes.		Externally Set Assignment Students produce a project in response to the Externally Set Assignment (ESA). The ESA paper sets out one broad theme that is then broken down into suggested areas of focus. Students are free to respond on or more focus areas or develop a focus of their own that falls within the main title theme. The project culminates in a 10 hour sustained focus (exam). Students work unaided and in exam conditions to produce their final planned outcome.	

Year 11 (No ESA)

Autumn	Spring	Summer
Fine Art		
I, Me Mine (Mock Exam Unit) Students are given a broad based Mock Exam title. The Mock Exam brief sheet sets out one broad theme that is then broken down into suggested areas of focus. Students are free to respond on or more focus areas or develop a focus of their own that falls within the main title theme. Students develop their ideas and complete a final piece. This project forms part of the Personal Portfolio submission.	Course work Extension Students develop their Year 10 and/or 11 work through targeted work and activities based on the Year 10 project themes.	
Textile Design		
I, Me Mine (Mock Exam Unit) Students are given a broad based Mock Exam title. The Mock Exam brief sheet sets out one broad theme that is then broken down into suggested areas of focus. Students are free to respond on or more focus areas or develop a focus of their own that falls within the main title theme. Students develop their ideas and complete a final piece. This project forms part of the Personal Portfolio submission	Course work Extension Students develop their Year 10 and/or 11 work through targeted work and activities based on the Year 10 project themes.	

Year 12

Autumn		Spring	Summer
Fine Art			
Year 12 Portfolio Unit The portfolio unit allows students to explore a range of concepts, approaches, materials and media through a series of workshops. The workshops aim to broaden student’s perception and experiences of Fine Art and allow students to experiment and explore. After completing this phase students reflect on their work and choose a focus for development. .		Component 1 (Focus - Artist Investigation) Component 1 allows students to study the work of artist(s)/designer(s) in depth and to develop a practical project based on this research. In Year 12 students completed the <i>Artist/Designer</i> Investigation section of this component and a 2,000 word essay summarising their findings. Students also explored how the <i>Personal Project</i> could be inspired by knowledge gained in the Artist Investigation and began developing artist/designer inspired studies. During the Autumn term of Year 13 further develop their <i>Personal Project</i> , complete a final piece and the second part of the 3,000 word written element.	
Textile Design			
Year 12 Portfolio Unit The portfolio unit allows students to explore a range of concepts, approaches, materials and media through a series of workshops. The workshops aim to broaden student’s perception and experiences of Textiles and allow students to experiment and explore. After completing this phase students reflect on their work and choose a focus for development. They will then develop a personal project, which leads to the completion of a final piece.		Component 1 (Focus - Artist Investigation) Component 1 allows students to study the work of artist(s)/designer(s) in depth and to develop a practical project based on this research. In Year 12 students completed the <i>Artist/Designer</i> Investigation section of this component and a 2,000 word essay summarising their findings. Students also explored how the <i>Personal Project</i> could be inspired by knowledge gained in the Artist Investigation and began developing artist/designer inspired studies. During the Autumn term of Year 13 further develop their <i>Personal Project</i> , complete a final piece and the second part of the 3,000 word written element.	

Year 13

Autumn		Spring		Summer	
Art					
Component 1 (Focus - Personal Project) Component 1 allows students to study the work of artist(s)/designer(s) in depth and to develop a practical project based on this research. In Year 12 students completed the <i>Artist/Designer Investigation</i> section of this component and a 2,000 word essay summarising their findings. Students also explored how the <i>Personal Project</i> could be inspired by knowledge gained in the Artist Investigation and began developing artist/designer inspired studies. During the Autumn term of Year 13 further develop their <i>Personal Project</i> , complete a final piece and the second part of the 3,000 word written element.		Externally Set Assignment Students produce a project in response to the Externally Set Assignment (ESA). The ESA paper sets out several titles which are then broken down into suggested areas of focus. Students respond to one title and develop a personal project exploring their chosen area of focus. The project culminates in a 15 hour sustained focus (exam). Students work unaided and in exam conditions to produce their final planned outcome.			
Textile Design					
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Year 13 (No ESA)

Autumn		Spring		Summer	
Art					
Component 1 (Focus - Personal Project) Component 1 allows students to study the work of artist(s)/designer(s) in depth and to develop a practical project based on this research. In Year 12 students completed the <i>Artist/Designer Investigation</i> section of this component and a 2,000 word essay summarising their findings. Students also explored how the <i>Personal Project</i> could be inspired by knowledge gained in the Artist Investigation and began developing artist/designer inspired studies. During the Autumn term of Year 13 further develop their <i>Personal Project</i> , complete a final piece and the second part of the 3,000 word written element.		Coursework Extension Students develop Component 1 submission through targeted work and activities based on their project themes.			
Textile Design					
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