

Year 7						
	HT 1: Topic/Unit: Building blocks formal elements through portrait and facial features	HT2:Topic/Unit:Formal Elements: Colour	HT3:Topic/Unit: Environmental: Media explored- mixed media and printmaking	HT4:Topic/Unit: Environmental: Ceramics	HT5: Topic/Unit: Natural/Surreal forms	HT6: Natural/Surreal chimera mythical beast
Key Content:	To be able to establish routines for students. what is the sketchbook. expectations in art. effort and commitment over perfected outcomes. Mistakes are the portals of discovery To learn observational drawing skills and to be able to work independently To develop tone, texture and composition. - To learn about the different shading techniques (Hatching, cross-hatching, cross-contour, stippling, random lines, blending, scumbling and ink wash). • proportion, portrait and facial features. The grid technique • To be able to mix different media and techniques (pen, pencil, continuous line) to create artwork • To learn how to use gradients and blending technique. • To learn how to hold your tool correctly to achieve desired effect • To understand how the formal elements can be manipulated to alter the mood and emotion of a piece. To be able to use specialist vocabulary to assess work and respond to teacher's feedback. working towards Tonal Self portraits as emotion and mood. Chiaroscuro- drama. • Artists -Kathe Kollitz, Rockwell Kent, frank auerbach	. Introduction to , primary, secondary, tertiary colours. Tints, and tones. • To learn how to use gradients, saturation and blending technique. • To learn how to hold a paint brush correctly and apply paint. To understand colour theory and how it can alter the mood of a piece through the manipulation of warm, cool, complementary and harmonious colours. To learn colour pencil techniques and skills with blending and latering. To learn watercolour painting skills, wet into wet and wet ont to dry, accuracy vs impression. Abstraction and Colour. How can dreams be told through colour and shape- inspired by abstract expressionists and symbolism. organic vs geometric shapes. regular vs irregular. Artists - Hilma af klint, Sonia delaunay/fauvism for non naturalistic colour use that expresses mood. Norman Lewis, Alma Thomas	Recording environWhat we throw away' Waste project - recording using mixed media and monoprinting leading to ceramics . Developing ideas towards ceramic sculpture piece. To explore the wider social issues of climate change and pollution - to develop an understanding on how art can bring awareness to important issues. Contribution to discussions on the impact of plastic and rubbish on the environment, making drawings and textile experiments in response. Making monoprints prints of plastic bags yarn and rubbish. ink and stick Artists: Mechelle Bounpraseuth, Ifeoma Anyaej, Schlesinger, Berndnaut Smilde, Olafur Eliasson, Tan Zi Xi, Zaria Forman, Emma Kielczynska. mental waste	Designing and constructing ceramic piece based on an item of rubbish. To learn how to knock the air out, to build from slab, coil method and pinch pot methd. To learn how to create relief surafce and how to attach using slip and scor method. ... Artists: Mechelle Bounpraseuth, Ifeoma Anyaej, Schlesinger, Berndnaut Smilde, Olafur Eliasson, Tan Zi Xi, Zaria Forman, Emma Kielczynska. mental waste courtney mattison.	Natural forms , sea and land forms recording from observation moving towards manipulation of these through collage towards the surreal mythical beast. To learn how to use from line tone and texture as well as colour to record from observation. Irregular forms. To learn how to take something from the world around us and take their structres , break the rules and push boundries of visual possibility. to learn how to cut and compose and play with images to invent and generate new images. • Chimeras and their mythology • Collage as an explorative visual tool • Monoprinting processes and techniques • Observation drawing in the form still life • The work of Still Life masters • X4 different drawing/painting mediums, techniques and processes • Mixed media approaches to work • Develop own views and expressing judgements • Understand how to repeat an image using a range of materials	• Reflect on and evaluate own and others' work at all stages of the creative process • Chimera Collage drypoint etching. Print outcome from their invented mythical beast collage. To learn how to turn their image into a printing plate. To learn the methods of scoring to create vaired marks, textures. To learn that the density of the mark will determine how dark or light an area will be. To learn the method of inking up a plate and preparing a surface ready for prin in the press. To learn that orinting requires rigorous routine, control and calm ordered systems.

Year 8						
	HT 1: Topic/Unit: Human Form Bendy bodies. The body through Sport	HT2: Topic/Unit: Human Form Celebrity as muse	HT3: Topic/Unit: Urban communities	HT4: Topic/Unit: Urban communities	HT5: Topic/Unit: Landscape/real	HT6: Landscape as surreal or dream.
Key Content:	Exploring the themes of sport by discussing various artists' work and Learning surrounding racial and gender discrimination or prejudice within football, basketball and the Olympic games. Developing tonal observational drawing looking at sports figures, collage and painting. Creating mixed media painting using colour pencil and watercolour paying attention to pattern and surface. Stylised figures capturing movement. to learn how to compose the figure to create compositional balance. Millwall football club Artists : Benjamin Senior and Esmaa Mohamoud	Stitch and Applique (illustration outcome) Artists, Elizabeth Peyton, Andy Warhol and Marlene Dumas. Exploring the theme 'Celebrity' and responding to artists using observational drawing and thread work They will look at artists who explore the idea of fame and celebrity before developing a layered applique portrait of a celebrity as an outcome. Artists: Elizabeth Peyton, Faith Ringold, and Malgorzata Mirga-Tas. or stitching in images/photographs. altering and image.	Looking at community around Charter Bermondsey. Artists that inspire. Ways of recording the area around us. Cornerstone Artwork. Cablestreet Mural, Blue Market Peoples Mural. local artist ED Gray. Ada Salter- Pioneer of ethical socialism. To learn one and two point perspective. To understand how the human trace can leave its mark on buildings, architecture...noticing the residue and how can we record it. George Shaw. Build towards a collaborative painting piece that builds towards a shared sense of community and goal.	Executing a collaborative out of sketchbook piece that reflects and represents the class's perception on their community. Composed from recorded imagery taken from the previous half term. Acrylic painting on board. Artist Paul Butler and Cablestreet Mural/ Ed Gray. Faith Ringold.	observational landscape. To learn horizon line, foreground, background, midground. To learn how to apply tone to give depth to a landscape. To learn how to apply texture and marks to describe trees, grass, foliage. To understand how perspective works in a landscape both in scale and in colour and tone. Artists, Norman Ackroyd, Pissarro David Hockney, Penicil, watercolour.	Layered landscape, conertina. Landscape creating a dreamlike sequencing of a landscape inspired by symbolists and artist Peter Doig. To reinvent the landscape as a space for imagination. Subverting scale, out of scale. To subvert colour and rules of perspective to create distortion. 3 dimensional diorama. Artists Peter Doig and William Blake.

Year 9						
	HT 1: Topic/Unit: Identity: Self Portraits	HT2:Topic/Unit: Identity: Self Portraits	HT3:Topic/Unit: Power and Society	HT4:Topic/Unit: Power and Society	HT5: Topic/Unit: Zine Project	HT6: Topic/Unit: Zine Project
Key Content:	To look at different ways that artists have approached the self portrait. Resrepresentationally and non representational. To understand the different identities that are being communicated. Students will create studies of various artists work that approach the portrait in varied ways. How to record their faces by producing tonal self-portraits. Mark -making techniques such as cross hatching and layering to make their portraits appear 3-dimensional in form, showing expression and texture. Exploring the work of a range inclusive of artists who use portraiture to raise issues about race and identity. Producing a range of experimental and practice drawings to develop skills such as mark-making, facial feature shape and detail and proportion to allow them to create a final A3 acrylic paint portrait. Artists: Alice Neel, Kehinde Wiley, Zaneli Muholi, Chris Ofili, Tracey Emin, Kathe Kollowitz, Rembrandt.	To carry on with the Self portrait and identity through clay pots, Grayson Perry, Betty Woodman Vessles that carry a metaphorical identity and a narrative decorating the surface that reflects their self identities. Artists: Grayson Perry and Betty Woodman.	How have Artists used image and text to comment or protest in society? Exploring and creating text art in various media responding to a range of artists. Exploring collage, stitch, book art, painting placards and stencil designing, cutting and printing. Developing skills in applying social/political Learning into their work as well as practical art skills. Artists : Bob and Roberta Smith, Shepehrd Fairy,Shirn neshat, Jean Michel Basquait, Lubiana Himid	How have Artists used image and text to comment or protest in society? Exploring and creating text art in various media responding to a range of artists. Exploring collage, stitch, book art, painting cut out figures and placards in the style of lubiana himid. , cutting and printing. Developing skills in applying social/political Learning into their work as well as practical art skills. Artists : Bob and Roberta Smith, Shepard Fairey,Shirn neshat, Jean Michel Basquait, Lubiana Himid	Creating visual Narratives Linked to text in English Understanding how artists have used narrative and illustration in their work Visual narratives and illustration - range of illustration techniques and the social Learning linked to particular artists' work. Artists: Salvador Dali, David Hockney, Kara Walker, Deborah Roberts.	Creating visual Narratives Linked to text in English Understanding how artists have used narrative and illustration in their work Visual narratives and illustration - range of illustration techniques and the social Learning linked to particular artists' work. Artists: Salvador Dali, David Hockney, Kara Walker, Deborah Roberts.

Year 10						
	HT 1: Topic/Unit: THINGS	HT2:Topic/Unit: THINGS	HT3:Topic/Unit: THINGS/urban	HT4:Topic/Unit: URBAN/suburban	HT5: URBAN/suburban	HT6: URBAN/suburban
Key Content:	Introduction to the course and the expectations of the department. Introduction to what is art? How to see "things" on a personal level and how to express this in Art? Introduction to the theme "THINGS" WORKSHOPS 2 Dimensions. KEYWORD focus for each workshop. Relevant Artist research. Still life photography and ways to record and experiment with images. Still life photography. Significant objects. Photography – learn about formal elements in photography, contact sheets. Focus on composition and lighting Introduction to DRAWING Key focus – Line, Proportion, Mark making, tone. Drawing Workshop – series of drawing exercises working from still life photographs. Initial exercise uses CJ Hendry paint splotches as starting point to develop use of tone. Develop recordings in coloured pencil. PRINT MAKING PAINT – water colour , acrylic paint and oil paint Colour theory, composition, technique working from still life photography	Ceramics Recreate an important thing responding to relevant artists Ideas concepts for an outcome. Development of own idea. Development of subject matter Further research of artist relevant to their intentions. Refinement of chosen technique through experimentation Further Refinement of chosen technique through experimentation Plan for outcome ERF Evaluation of outcome Refined outcome Refinement of chosen technique through experimentation Further Refinement of chosen technique through experimentation	Week 1 Present and organise work. Complete bookwork . FINAL OUTCOME Urban Suburban Introduce the Theme 'Urban Suburban Drawing trip around Bermondsey Collect subject matter Choose sub theme Waste Everyday Life Structure Journeys Photograms – introduction to process link to artist and developing composition Photography Develop photography of subject matter in relation to chosen sub theme Stitch – develop recordings from photos using stitch	Urban Suburban Lino printing Painting Developing own ideas Mind map initial ideas Artist analysis recording	Ideas concepts for an outcome. Development of own idea. Development of subject matter Further research of artist relevant to their intentions. Refinement of chosen technique through experimentation Further Refinement of chosen technique through experimentation	Urban Suburban Mock Up Plan for outcome Outcome Evaluation of outcome Refined outcome

Year 11						
	HT 1: Topic/Unit: myself	HT2:Topic/Unit: myself	HT3:Topic/Unit: externally set paper	HT4:Topic/Unitexternally set project	HT5: Topic/Unit: externally set project/exam	HT6:
Key Content:	MYSELF Introduction to portraiture Development of drawings Advanced drawing - material, surface, scale Print making -etching / lino Photograms/Photography Breaking down what the investigation is and what experiments you will do and help to structure and plan your actions. Recording subject matter. Research skills/analysis Independent Exhibition visits to relevant exhibitions	MYSELF Developing a chosen technique. Refinement of technique/skill Concepts/presentation idea Consolidation. Refinement of chosen technique and subject matter Exploration of presentation idea Mock Exam for MYSELF Outcome.	ESA Teachers to produce an exam support booklet Research Themes Analyse selected artist work Exhibitions Respondin	ESA Exploration of technique Refinement Further research Concepts and ideas for outcome. Continued refinement of subject matter and technique Refinement of presentation ERF Plan for exam Exam – End of April Teacher Standardisation & Moderation	ESA Continued refinement of subject matter and technique Refinement of presentation ERF Plan for exam Exam – End of April Teacher Standardisation & Moderation	