

	Learning Cycle 1	Learning Cycle 2	Learning Cycle 3
Year 7 Art	<p><b>Formal Elements</b></p> <p>Stimulus Material: An introduction to the formal elements through the work of both historical and contemporary artists. Line – Maurizio Anzeri Tone – Hong Chun Zhang Colour – Andre Derain Shape – Henri Matisse Pattern – William Morris Texture – The Boyle Family</p> <p>Outcome: David Bomberg inspired geometric painting influenced by cubism and futurism.</p>	<p><b>Art at Large</b></p> <p>Stimulus Material: French artist JR used to help contextualise issues based artwork incorporating art, photography, graffiti and installation.</p> <p>Outcome: 3D miniature model favelas with individual artwork pasted on top to create a collaborative art piece brought together to form an installation with class/es</p>	<p><b>Portraiture and Identity</b></p> <p>Stimulus Material: Julian Opie’s portrait artwork and stylised technique to develop tone, colour and painting skills.</p> <p>Outcome: Self portrait combining stylised portraiture and collage.</p>
Year 8 Art	<p><b>Formal Elements</b></p> <p>Stimulus Material: The formal elements in practice through the work of both historical and contemporary artists; Line – Alberto Giacometti Tone – Paul Cezanne Colour – JMW Turner Shape – Wassily Kandinsky Pattern – Gustav Klimt Texture – Stanley Donwood</p> <p>Outcome: Stanley Donwood inspired lino cut print.</p>	<p><b>Sculpture and 3D Art</b></p> <p>Stimulus Material: Drawing and sculpture techniques explored through the work of Peter Randall Page</p> <p>Outcome: Clay sculpture</p>	<p><b>Our City</b></p> <p>Stimulus Material: The London and Norwood landscapes explored through the work of; Vincent Van Gogh and Dion Archibald refining and extending painting skills.</p> <p>Outcome: 2D Mixed media cityscape</p>

Year 7 TECHNOLOGY	Learning Cycle 1	Learning Cycle 2	Learning Cycle 3
	What is Textiles?*	What is Graphics?*	Introduction to H&S, Computing and ICT*
	<p>Stimulus Material: Textile techniques; embroidery, stitching, applique and tie dye through the context of upcycling and morphing products to reuse for alternate uses.</p> <p>Outcome: Hand-sewn sock monster</p> <p><i>*Students complete the textiles, graphics and ICT projects on a rotation system through the course of the year and in doing so move classes and teachers at the end of each term. Projects are adjusted accordingly to fit the length of each term.</i></p>	<p>Stimulus Material: Graphics design brief focusing on branding and packaging design through experiments exploring typography, layout, colour, formal elements, advertising and 3D design.</p> <p>Outcome: Drink packaging logo and packaging design</p> <p><i>*Students complete the textiles, graphics and ICT projects on a rotation system through the course of the year and in doing so move classes and teachers at the end of each term. Projects are adjusted accordingly to fit the length of each term.</i></p>	<p>Stimulus Material: Internet Safety, H&amp;S when using ICT, the computer, using email, VLE and the use of Sam Learning in ICT. The learning points raised in these units allows students to explore how computers work with both hardware &amp; software.</p> <p><i>*Students complete the textiles, graphics and ICT projects on a rotation system through the course of the year and in doing so move classes and teachers at the end of each term. Projects are adjusted accordingly to fit the length of each term.</i></p>
Year 8 TECHNOLOGY	Learning Cycle 1	Learning Cycle 2	Learning Cycle 3
	Rhythm in Design	Street Type	Fashion Design
	<p>Stimulus Material: Textile techniques of fabric monoprinting, batik, screen-printing, heat transfer and applique explored through the work of Sonia Delaunay's paintings, interior and fashion design work.</p> <p>Outcome: Hand-printed tote bag</p>	<p>Stimulus Material: Contemporary graffiti, typography, font design and stencilling, explored through the work of; Banksy, Cope, Ben Eine, Twist, Shepard Fairy and Thierry Noir.</p> <p>Outcome: Hand-stencilled t-shirt</p>	<p>Key Stimulus Material: Fashion and textile design focussing on pattern and repeat pattern, explored through the work of; Orla Kiely, Alex Mein, Mary Katrantzou,</p> <p>Outcome: Fashion illustration designs</p>

	Learning Cycle 1	Learning Cycle 2	Learning Cycle 3
Year 9 Art	<p><b>Ordinary and Extraordinary</b></p> <p>Stimulus Material: Observational drawing based on pattern and everyday objects explored through the work of Jim Dine, Lisa Milroy, Yinka Shonibare and Chris Offili and the techniques of clay casting, monoprinting, ink drawings and batik.</p> <p>Outcome: 3D mixed media piece.</p>	<p>Same as Cycle 1</p>	<p><b>Major Projects – GCSE Option Choices</b></p> <p>Students are placed into groups according to their GCSE options as close as possible for the third term of the year.</p> <p>Separate projects run from P1-4 and P5-6 for during which students will cover options across both Visual Arts and Performing Arts in equal balance on two rotations across the two half-terms.</p> <p>Stimulus Material: To be confirmed following review of new cycle 1&amp;2 delivery and student voice but based on existing GCSE projects in Art, Graphics, Textiles and Photography.</p> <p>Outcomes: Personal outcomes developed in response to project themes in each subject.</p>
Year 9 Photography	<p><b>Similarities and Differences</b></p> <p>Stimulus Material: Portrait photographers who use a combination of photographic, digital and hand-crafted techniques; Damien Blottiere, Chila Burman, Maurizio Anzeri, Richard Burbidge and Marcelo Monreal. DSLR photography, studio and Adobe Photoshop skills development.</p> <p>Outcome: Mixed media photographic piece in response to chosen area within project theme.</p> <p><b>Cameraless Photography</b></p> <p>Stimulus Material: Darkroom based wet photography through the work of Man Ray and Pierre Cordier creating photograms, chemigrams and other camera-less photography experiments developed digitally using Adobe Photoshop.</p> <p>Outcome: Digitally manipulated photograms.</p>	<p>Same as Cycle 1</p>	<p><b>Major Projects – GCSE Option Choices</b></p> <p>Students are placed into groups according to their GCSE options as close as possible for the third term of the year.</p> <p>Separate projects run from P1-4 and P5-6 for during which students will cover options across both Visual Arts and Performing Arts in equal balance on two rotations across the two half-terms.</p> <p>Stimulus Material: To be confirmed following review of new cycle 1&amp;2 delivery and student voice but based on existing GCSE projects in Art, Graphics, Textiles and Photography.</p> <p>Outcomes: Personal outcomes developed in response to project themes in each subject.</p>



Year 9 Textiles	<p><b>Learning Cycle 1</b></p> <p><b>Into the Woods</b></p> <p>Stimulus Material: Textile artist Bryony Jennings and textile techniques of felt-making, screen printing, surface printing, hand embroidery, applique and pattern cutting.</p> <p>Outcomes: Hand-sewn animal created using pattern cutting, applique and hand embroidery.</p>	<p><b>Learning Cycle 2</b></p> <p>Same as Cycle 1</p>	<p><b>Learning Cycle 3</b></p> <p><b>Major Projects – GCSE Option Choices</b></p> <p>Students are placed into groups according to their GCSE options as close as possible for the third term of the year.</p> <p>Separate projects run from P1-4 and P5-6 for during which students will cover options across both Visual Arts and Performing Arts in equal balance on two rotations across the two half-terms.</p> <p>Stimulus Material: To be confirmed following review of new cycle 1&amp;2 delivery and student voice but based on existing GCSE projects in Art, Graphics, Textiles and Photography.</p> <p>Outcomes: Personal outcomes developed in response to project themes in each subject.</p>
	<p><b>Learning Cycle 1</b></p> <p><b>Constructivist London</b></p> <p>Stimulus Material: London architecture, Constructivism Art movement, Vladimir and Georgii Stenberg. Vector artwork experiments using Adobe Illustrator, typography and images of dynamic landmarks and buildings.</p> <p>Outcome: Digital vector artwork poster</p> <p><b>Characteristic Typography</b></p> <p>Stimulus Material: Experimental hand-crafted typography and illustrated lettering inspired by Remed, developed into digital vector based artwork using Adobe Illustrator.</p> <p>Outcome: Vector based type design.</p>	<p><b>Learning Cycle 2</b></p> <p>Same as Cycle 1</p>	<p><b>Learning Cycle 3</b></p> <p><b>Major Projects – GCSE Option Choices</b></p> <p>Students are placed into groups according to their GCSE options as close as possible for the third term of the year.</p> <p>Separate projects run from P1-4 and P5-6 for during which students will cover options across both Visual Arts and Performing Arts in equal balance on two rotations across the two half-terms.</p> <p>Stimulus Material: To be confirmed following review of new cycle 1&amp;2 delivery and student voice but based on existing GCSE projects in Art, Graphics, Textiles and Photography.</p> <p>Outcomes: Personal outcomes developed in response to project themes in each subject.</p>
Year 9 Graphics			