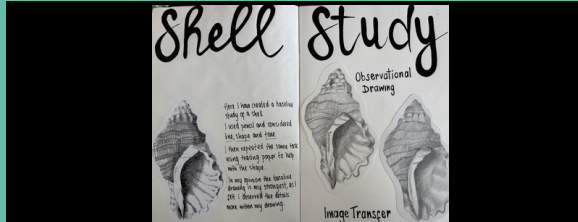




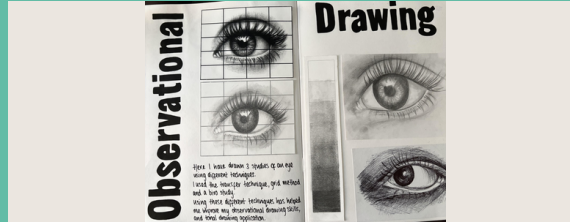
YEAR 7 ART & DESIGN MY LEARNING JOURNEY

BASELINE ASSESSMENT



I will draw two different shells. This will show my teacher what I already know about the formal elements like line, shape, tone, texture, colour, pattern, and form. I will look carefully at the shells and try to show their shapes, patterns, and textures. I will use tone (light and dark shading) to make my drawings look more 3D. This is not a test I can pass or fail. It just helps my teacher see my starting point in art, so I will try my best and show what I can do.

THE FORMAL ELEMENTS



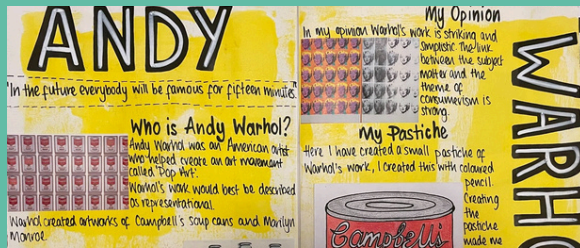
Next, I will explore the formal elements: line, texture, shape, and tone. I will create several observational drawings, looking closely at the details I see. I will try different methods, including the grid method, to help me draw more accurately. I will also practise drawing facial features like eyes, noses, and mouths, focusing on detail and realism. This stage will help me improve my drawing skills and feel more confident in my work.

COLOUR THEORY



Now I am learning about colour theory. I will create my own colour wheel using watercolours and practise different paintbrush techniques. I will make a chromatic colour wheel and show that I understand primary, secondary, and analogous colours. I will also learn what a monochromatic colour scheme is and how to use it. This stage will help me understand how colours work together and how to use paint more confidently.

ARTIST RESEARCH & ANALYSIS



Now I will move on to artist research and art analysis. In this stage, I will look more closely at different artworks and learn how to understand them in more depth. I will explore an artist's style, techniques, ideas, and themes, and find out what makes their work unique.

I will create my own research and analysis pages, showing what I have learned and explaining my thoughts about the artworks. This will help me build a stronger understanding of how artists work and how I can use their ideas to inspire my own art.

POP ART



Next I am exploring Pop Art and using what I have learned about the formal elements. I will learn about the history of Pop Art and look at Andy Warhol's style to understand how Pop Art uses bright colours, bold shapes, and repeated images.

I will then create my own Pop Art-inspired watercolour artwork, using my previous knowledge of colour theory to choose strong, eye-catching colours. This will help me make my work bold, creative, and inspired by the Pop Art style.

EXPERIMENTING WITH MATERIALS

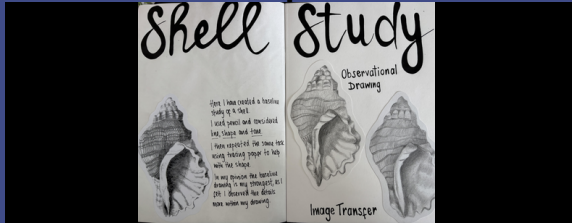


Finally, I will experiment with different media and techniques under the theme of habitats. I will use materials such as pencil, pen, watercolour, collage, and 3D materials to explore form, texture, shapes, and details found in different habitats. This step will help me learn how to choose the best media for my ideas and become more confident working in both 2D and 3D.



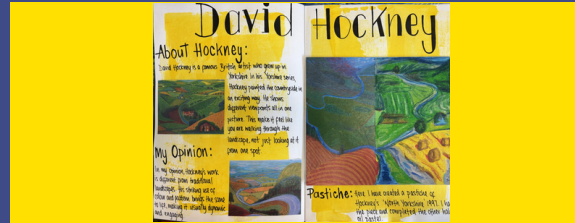
YEAR 8 ART & DESIGN MY LEARNING JOURNEY

BASELINE ASSESSMENT



Last year, I completed a baseline drawing of shells to show my starting skills. This year, I will continue to develop my skills by looking carefully at objects and showing the formal elements like line, shape, tone, texture, colour, pattern, and form. I will focus on observing details and using tone (light and dark shading) to make my drawings look 3D. This is a chance to build on what I learned last year and show my teacher how my drawing skills have improved. I will try my best and show my understanding of the formal elements.

LIVING SPACES



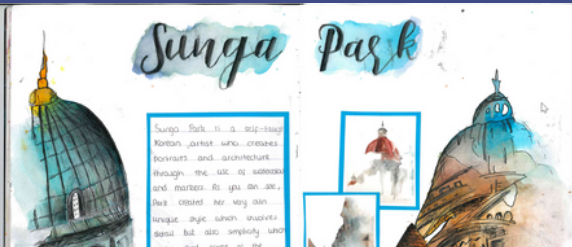
Now I am exploring the work of British artist Hockney and learning about 1-point perspective. I will study his style and ideas to help me create my own work. I will start by making a collaged base and then paint over it using acrylic paints. I will try different paint techniques to create texture and make my work more interesting. This stage will help me combine my drawing, collage, and painting skills while experimenting with perspective and texture.

LAYERED LANDSCAPE



Next I am exploring the work of Ruth Allen while continuing with the theme of landscapes. I will research her work to understand her style, techniques, and ideas. I will then experiment with layering different media in my own artwork, responding to Ruth Allen's approach using continuous line. This will help me develop my skills in texture, colour, and composition while creating more detailed and interesting landscapes.

WATERCOLOUR EXPERIMENTS



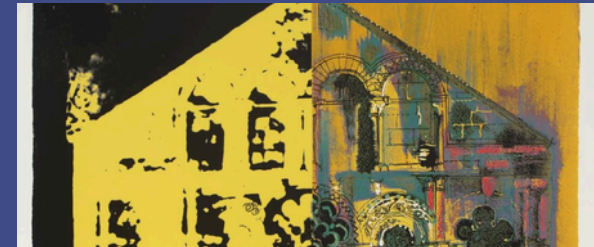
Now I am continuing the theme of architectural landscapes and exploring watercolour as a medium. I will research the artist Sunga Park to understand her style and techniques. I will then create my own artwork in response to her, experimenting with watercolour skills like blotting, gradient washes, and wet-on-wet techniques. This will help me develop my painting skills and add depth and texture to my architectural landscapes.

MIXED MEDIA BUILDINGS



Next I am continuing to explore different media and techniques by looking at the artwork of Ian Murphy. I will research his work and create an in-depth research page to show what I have learned about his style and ideas. Once my research is complete, I will create my own artwork in the style of Ian Murphy, experimenting with media to show texture, tone, and composition. This will help me understand how to make my work more detailed and expressive.

FINAL PIECE

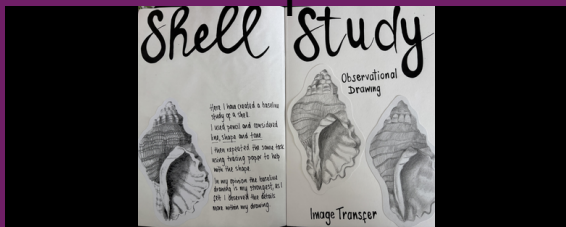


Finally I will combine everything I have learned from Ruth Allen, Sunga Park, and Ian Murphy. I will use my knowledge of media, techniques, and composition to create my own self-directed artwork on architecture inspired by 1 of these artists. This will be my own individual response to the artists, showing my independence, creativity, and personal style



YEAR 9 ART & DESIGN MY LEARNING JOURNEY

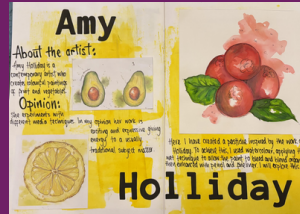
BASELINE ASSESSMENT



Last year, I completed a baseline drawing to show my starting skills. This year, I will continue to develop my observational drawing skills by looking carefully at objects and using the formal elements: line, shape, tone, texture, colour, pattern, and form.

I will focus on observing fine details and using tone (light and dark shading) to make my drawings appear 3D. This is a chance to build on what I learned in previous years and show my teacher how my drawing skills have improved. I will try my best and demonstrate my understanding of the formal elements in my work.

NATURAL FORMS



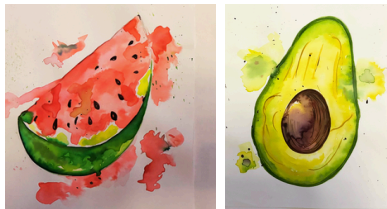
I will develop the ability to outwit opponents and teams using strategies and tactics. I will choose, combine and perform basic skills consistently applying fluency, accuracy and fundamental technical elements of the game. I will use basic principles of play when selecting and applying tactics for defending and attacking. I will develop competence and technique in a range of skills and perform these in both practice, modified and more recognised full context games. I will transfer these skills across football, netball, basketball & handball, and I will take onboard feedback and coaching to improve my performance.

PHOTO SHOOT



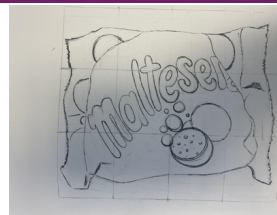
I will create a photoshoot inspired by Amy Holliday, using fruit and vegetables as my natural forms. I will experiment with bold lighting, bright colours, and interesting angles to recreate her vibrant style. I will arrange the fruit and veg in different ways, try out various backgrounds, and take lots of photos that show texture, shape, and detail. These images will become strong references for the next steps in my project and will show how my ideas are developing.

WATERCOLOUR PAINT STUDIES



For the next stage of my project, I will create watercolour studies inspired by Amy Holliday's bold and vibrant style. I will use my photo shoot of fruit and veg as references and focus on capturing bright colour, texture, and interesting shapes. I will recall and apply the watercolour techniques I have recently learned, including wet-on-dry for sharper detail and wet-on-wet for softer blends and glowing colour effects. This will help me experiment with layering, intensity, and expressive mark-making, just like Holliday. These studies will help me develop my painting skills and push my work in a more creative and confident direction.

GRID DRAWING



Next, I will start a 3D project inspired by Sarah Graham's detailed sweets and Claes Oldenburg's oversized objects. First, I will create a grid drawing of a sweet or everyday object to improve my observational drawing skills, focusing on proportion, detail, colour, and form. This drawing will help me understand the shapes and textures of my object, preparing me to create my own 3D sculpture inspired by these artists' styles.

3D



For the final part of my learning journey, I will create a 3D paper mâché sweet treat, such as confectionery or a packet of crisps, inspired by Sarah Graham and Claes Oldenburg. I will focus on making my piece look realistic and oversized. I will need to colour match carefully and draw fonts accurately to make the packaging or design look convincing. This project will allow me to combine my observational drawing skills, painting techniques, and 3D skills to create a bold, eye-catching finished piece that shows my creativity and attention to detail.



I will begin by creating observational studies and experiments that reflect my ideas, using different drawing and media techniques. This stage will help me develop my own style and understand how to communicate identity through art.

I will create sketches, notes, and mind maps to show my ideas and experiment with how I could develop them. This will help me plan my own responses and build a strong starting point for my independent artwork.

[illegible]

I will include images, sketches, and notes showing how the artist's work inspires me. I will also experiment with their techniques in my own studies to see how I could use them in my artwork. This will help me develop my skills and ideas while responding to real artists.

This stage will help me record my progress, test different approaches, and develop ideas that I can use in my final artwork.

I will make creative choices about composition, media, and techniques to show my own ideas about identity. This stage is about showing my independence, creativity, and personal style in a finished artwork that represents me and my understanding of the theme.

This stage will help me practice the NEA process, build confidence, and prepare for the final assessment.



KS4 GCSE PHOTOGRAPHY UNIT 1

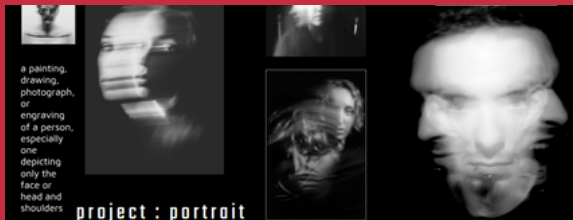
MY LEARNING JOURNEY

INTRODUCTION TO DISTORTION



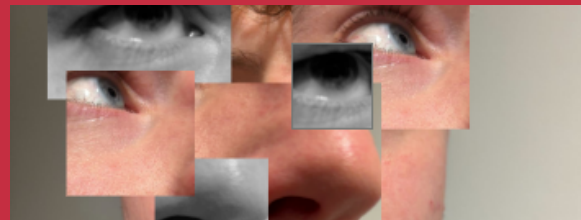
I will be introduced to the concept of distortion and how this theme will flow throughout my project. I will be able to demonstrate my understanding of how distortion is warping or changing elements from their natural state, linking this directly to photography and the work in my portfolio. My focus will also allow understanding of how a digital portfolio works yet also the assessment criteria which it will be assessed against.

A01 - MINDMAP & RESEARCH



Next, I will start to develop my research skills and format these to a creative outcome. I will start off by creating a visual mood board, where I am collecting inspiration to further my knowledge on distortion photography. My research will also include photographers who I will link to the project. These photographers include the work of Brno Del Zou, Stephen J. Shanabrook and Aldo Tolino. My teacher will demonstrate how to use artists research to progress in my analysis skills.

A02 - EXPERIMENTING



Within assessment objective 2 (AO2) I will explore different ideas and media. I will focus on taking my own photographs which I can combine learnt digital editing skills and manual manipulation to use a range of techniques and processes. These experiments will not only allow me to understand the importance of creating artist responses but to use self belief and gain confidence to create my own ideas and implement them.

A03 - EVIDENCE

Stephen J. Shanabrook vs. Brno Del Zou.



Subject and Content.

The primary subject in each photographers work is distorted portraits where they have warped and changed the faces. Brno Del Zou is older than Stephen J. Shanabrook so I feel that's why both artists have different styles. Stephen J. Shanabrook uses magazines which I feel is a more contemporary approach to this distortion.



Formal Elements.

The way the photographers use colour is very different to each other. Brno Del Zou uses black and white and Stephen J. Shanabrook uses colours in their images. My thoughts are maybe this could reflect their age again. However where Stephen J.

I will use my digital portfolio to collect my thoughts and record these in a meaningful and purposeful way. These annotations I am making will reflect on my own experiments but also how I respond to artists. I will record this through creative process but also through written work. I will present these ideas in a way that links them to my theme of distortion. By keeping detailed notes and examples of my experiments, I can reflect on what works well and make improvements. This will help me plan and prepare for my final piece with confidence.

A04 - OUTCOME



I will then focus on creating my personal response. I will use all the skills, ideas, and experiments I have developed in A01-A03 to produce my final design. I will make creative decisions about composition, media, and techniques, including Photoshop and other digital tools, to show my own style and ideas. This will allow me to demonstrate my independence, creativity, and understanding of the theme of distortion in a finished piece that reflects my personal approach to architecture.

MOCK FINAL PIECE



The next stage is the mock NEA, where I will work independently to explore a chosen theme or starting point. I will plan and develop my ideas, create experiments, and record my observations and thoughts in my portfolio. I will use the skills I have learned in A01-A04, including research, experimenting with techniques, and developing a personal response, to produce a piece of work that shows my abilities and creativity. This stage will help me practice the NEA process, build confidence, and prepare for the final assessment.



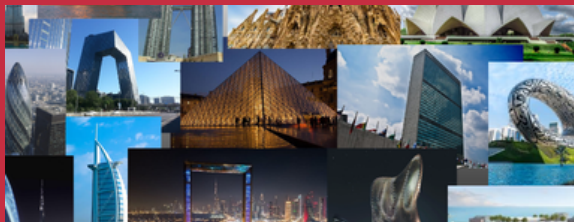
KS4 GCSE GRAPHIC COMMUNICATION UNIT 1 MY LEARNING JOURNEY

INTRODUCTION TO ARCHITECTURE



In this project, I will explore the theme of architecture and develop my skills in drawing, design, and digital media. I will generate ideas, experiment with techniques, and use tools like Photoshop to explore colour, composition, and texture. I will refine my strongest ideas and create a personal response, showing my own style and creativity. By the end, I will produce a finished design that demonstrates my skills, creativity, and understanding of the theme. This course is worth 60% of my GCSE grade and is coursework based.

AO1 - MOODBOARD & RESEARCH



For AO1 in my architecture project, I will start by exploring the theme and looking at different buildings and styles for inspiration. I will research how designers and architects use shape, line, tone, and colour, recording my ideas with sketches, notes, and mood boards. I will experiment with small sketches and thumbnails to try different layouts and styles, then develop my strongest ideas, refining shapes, colours, and composition. Finally, I will review my work and plan my next steps for AO2, deciding which techniques and media to use for my designs.

AO2 EXPERIMENTS



For AO2 in my architecture project, I will focus on experimenting and developing my ideas. I will try out different techniques, materials, and styles, including using Photoshop to explore digital layouts, colour schemes, and effects. I will create studies and experiments to test colour, composition, and design ideas, using my sketches and research from AO1 to guide me. This will help me refine my ideas, improve my skills, and prepare to create a strong, final design.

AO3 RECORDING OBSERVATIONS



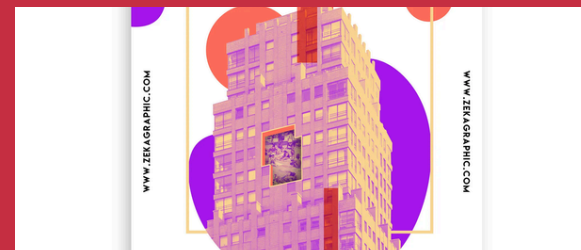
For AO3 in my architecture project, I will focus on recording my ideas, observations, and experiments. I will use my sketchbook and digital tools, including Photoshop, to document my progress, test out layouts, colours, and compositions, and show how my designs are developing. By keeping detailed notes and examples of my experiments, I can reflect on what works well and make improvements. This will help me plan and prepare for my final piece with confidence.

AO4 - PERSONAL RESPONSE



For AO4 in my architecture project, I will focus on creating my personal response. I will use all the skills, ideas, and experiments I have developed in AO1-AO3 to produce my final design. I will make creative decisions about composition, media, and techniques, including Photoshop and other digital tools, to show my own style and ideas. This will allow me to demonstrate my independence, creativity, and understanding of the theme in a finished piece that reflects my personal approach to architecture.

MOCK EXAM - FINAL PIECE



The next stage is the mock NEA, where I will work independently to explore a chosen theme or starting point. I will plan and develop my ideas, create experiments, and record my observations and thoughts in my sketchbook. I will use the skills I have learned in AO1-AO4, including research, experimenting with techniques, and developing a personal response, to produce a piece of work that shows my abilities and creativity. This stage will help me practice the NEA process, build confidence, and prepare for the final assessment.