

# Department Curriculum Map



Department	Art
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**Skills required in Year 11**

**A01**  
Develop ideas through investigations, demonstrating critical understanding of sources.

**A02**  
Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

**A03**  
Record ideas, observations and insights relevant to intentions as work progresses.

**A04**  
Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Year	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	Secured
<b>11 Skills Covered</b>	<b><u>Autumn Term 1</u></b> Artist research pages. (A01 & A03) -Artist analysis (A01 & A03)	<b><u>Autumn Term 2</u></b> --Written proposal of intended outcome (A03) - Experimentation of	<b><u>Spring Term 1</u></b> Exam Preparation – Externally Set Assignment (Exam	<b><u>Spring Term 2</u></b> Exam Preparation – Externally Set Assignment (Exam	<b><u>Summer Term 1</u></b> Portfolio catch up if necessary. Moderation	NA	<i>Ability to think creatively, work independently, produce outcomes that are personal and</i>

	<p>-Transcriptions (A02)          -Media exploration of technique/ style (A02)          -Recorded annotations to document experimentation/ interpretations. (A03)          -A broad range of media explored. (A02)</p>	<p>media intentions for final personal response. (A02 &amp; A04)</p> <p>Students will complete the 'Taste Sensation' themed project in Autumn Term 2 &amp; begin Component 2: Externally Set Assignment Spring Term 1. Students will utilise their independent skills to deliver a unique portfolio of work that evidences the developmental journey towards their interpretation of the exam theme.</p>	<p>Theme paper)          Developing a sketchbook of work based on a set theme to meet assessment objectives in preparation for 10-hour timed assessment.</p>	<p>Theme paper)          Developing a sketchbook of work based on a set theme to meet assessment objectives in preparation for 10-hour timed assessment.</p>	<p>Internally to standardise grades submitted.</p> <p>External Moderator visit this half term to confirm accuracy of marks submitted in line with OCR grading criteria.</p>		<p><i>meaningful.</i></p> <p><i>A well-rounded project evidencing the 4 assessment objectives A01: Develop, A02: Refine, A03: assessment and A04: Personal response.</i></p> <p>GCSE 1-9</p>
<b>Theme/ Focus/ Content</b>	<p><b><u>Food &amp; Drink</u></b>          Experimenting and developing use of a range of media. Recording observations. Developing understanding of contextual sources.</p>	<p><b><u>Food &amp; Drink</u></b>          Development of refined theme within Food project. Mock Exam 10 Hours based on GCSE criteria A01, A02, A03, A04.</p>	<p>Developing chosen theme from set task while linking to AO1, AO2, AO3 and AO4.</p>	<p>Final exam 10 Hours based on GCSE criteria A01,A02,A03,A04</p>			
<b>10 Skills Covered</b>	<p><b><u>Autumn Term 1</u></b></p> <p>-Recording of ideas (A03)          - Collage skills (A02)          - Black &amp; White tonal Secondary observation studies (A03) Drawing</p>	<p><b><u>Autumn Term 2</u></b></p> <p>-Artist research pages. (A01 &amp; A03)          -Artist analysis (A01 &amp; A03)          -Transcriptions (A02)          -Media exploration of technique/ style</p>	<p><b><u>Spring Term 1</u></b></p> <p>-Artist research pages. (A01 &amp; A03)          -Artist analysis (A01 &amp; A03)          -Transcriptions (A02)          -Media exploration of technique/ style</p>	<p><b><u>Spring Term 2</u></b></p> <p>-Developing painting skills. (A02)          -Developing drawing skills. (A03)          -Introducing own photography to use to work from. (A03 &amp; A02)</p>	<p><b><u>Summer Term 1</u></b></p> <p>-Written proposal of intended outcome (A03)          - Experimentation of media intentions for final personal response. (A02 &amp; A04)</p>	<p><b><u>Summer Term 2</u></b></p> <p>-Recording of ideas (A03)          - Collage skills (A02)          -Mock exam 5-hour drawing assessment (A03)          - Black &amp; White</p>	<p><b>Ability to create a GCSE project fulfilling all the assessment criteria.</b></p> <p><b>Ability to think creatively, work</b></p>

	<p>media; pencil, biro, ink wash, reverse tonal white on black, chalk and charcoal.</p> <p>-Photography mood board (A02 &amp; A03)</p> <p>-Colour media Secondary observation studies (A02) Media explored; colouring pencil, felt pen, inks, watercolour, acrylic paint and mixed media collage.</p>	<p>(A02)</p> <p>-Palette knife painting technique (A02)</p> <p>-Recorded annotations to document experimentation/ interpretations. (A03)</p> <p>-A broad range of media explored. (A02)</p>	<p>(A02)</p> <p>-Recorded annotations to document experimentation/ interpretations. (A03)</p> <p>-A broad range of media explored. (A02)</p>	<p>-Personal responses to themes and artists styles. (A02 &amp; A04)</p> <p>-Composition layout designs. (A01 &amp; A02)</p>	<p>Students will complete this theme in Summer Term 1 &amp; start the final coursework project in Summer Term 2 of Year 10 through to Autumn Term 2 Year 11 2 where students will develop a more independent approach using the skills and techniques they have learnt in Year 10.</p>	<p>tonal Secondary observation studies (A03) Drawing media; pencil, biro, ink wash, reverse tonal white on black, chalk and charcoal.</p> <p>-Photography mood board (A02 &amp; A03)</p> <p>-Colour media Secondary observation studies (A02) Media explored; colouring pencil, felt pen, inks, watercolour, acrylic paint and mixed media collage.</p>	<p><b>independently, create work that is personal and meaningful.</b></p> <p><b>A well-rounded project meeting all assessment objectives.</b></p> <p><b>1-9 GCSE</b></p>
<p><b>Theme/ Focus/ Content</b></p>	<p><b><u>Identity</u></b></p> <p>-Introduction to GCSE Art. Discuss coursework/ exam % weighting.</p> <p>-Mind map title page recording identity themes (A03)</p> <p>-Secondary imagery collage of identity themed symbol, hobbies, interests and culture. (A01 &amp; A03)</p> <p>-Observation studies</p> <p>- Identity themed Photography.</p> <p>- Colour media studies linked to logos, fashion,</p>	<p><b><u>Identity</u></b></p> <p>-Artist studies/ movements; Surrealism/Dreams Pop Art Julien Opie family portraits Francoise Neilly palette knife portraits. (A01 &amp; A03)</p> <p>-Artist analysis (A01 &amp; A03)</p> <p>-Transcriptions (A02)</p> <p>-Media exploration of Simplified block colour painting, palette knife textures. (A02)</p>	<p><b><u>Identity</u></b></p> <p>-Artist studies/ movements; Social media image link to Barbara Kruger photography portrait slogans. Identity artist Michael Reeder behind the face (A01 &amp; A03)</p> <p>-Artist analysis (A01 &amp; A03)</p> <p>-Transcriptions (A02)</p> <p>-Media exploration of Collage pattern and textures. Positive and negative space. (A02)</p>	<p><b><u>Identity</u></b></p> <p>- (A02)</p> <p>-Developing drawing skills. (A03)</p> <p>-Introducing own photography to use to work from. (A03 &amp; A02)</p> <p>-Personal responses to themes and artists styles. (A02 &amp; A04)</p> <p>-Composition layout designs. (A01 &amp; A02)</p>	<p><b><u>Identity</u></b></p> <p>-Developing skills through investigations and experimenting with media, materials and techniques.</p> <p>-Exploring all possible layout compositions to best compliment the final outcome. (A04)</p>	<p><b><u>Taste Sensation</u></b></p> <p>-New project 'Taste Sensation'</p> <p>-Mind map title page recording identity themes (A03)</p> <p>-Secondary imagery collage of food and drink themes (A01 &amp; A03)</p> <p>-Observation studies</p> <p>- Food and drink themed Photography.</p> <p>- Colour media studies (A02)</p>	

	designer brands, teams, zodiac etc		Communication of a visual language (A03 & A04)				
<b>9 Skills Covered</b>	<p>Evaluate and analyse street artists work to understand the value of this Art form. Produce creative work, exploring their ideas and recording their experiences. Explore the history of graffiti and how it has evolved over time and become more appreciated and celebrated as a diverse free form of expression in community's worldwide.</p>	<p>Explore different Pop Art styles and influences. Discover how Pop Art has evolved outside of the Art Gallery context. Produce artwork, exploring typical Pop Art features such as block colour, simplification, heavy black outlines and a connection to social cultures.</p>	<p>Become proficient in drawing and painting when working from primary and secondary sources. Explicit use of the formal elements to achieve realistic Hyper-realist independent outcomes.</p>	<p>Evaluate and analyse street artists work to understand the value of this Art form. Produce creative work, exploring their ideas and recording their experiences. Explore the history of graffiti and how it has evolved over time and become more appreciated and celebrated as a diverse free form of expression in community's worldwide.</p>	<p>Explore different Pop Art styles and influences. Discover how Pop Art has evolved outside of the Art Gallery context. Produce artwork, exploring typical Pop Art features such as block colour, simplification, heavy black outlines and a connection to social cultures.</p>	<p>Become proficient in drawing and painting when working from primary and secondary sources. Explicit use of the formal elements to achieve realistic Hyper-realist independent outcomes.</p>	<p>Knowledge of street art styles and concepts. Politics of vandalism and stereotype of the graffiti artist.</p> <p>Creatively respond to the Pop Art style. Creating own artwork using personal objects to broaden the individuality of outcomes. Developing an understanding of Pop art and it's ever changing influences to remain current.</p> <p>Improvement of media skills, increased range of tone, texture and detail more accurate scale and proportion revisiting gridding method to show hyper-realist outcomes.</p>

Theme/ Focus/ Content	<b>Street Art</b> (Approx. 4 lessons)  <b>Exploring Street Art styles to decipher which examples are determined as street Art or graffiti vandalism.</b>  To adopt a street art style inspired by the work of other to communicate a political message.  <b>New Skills:</b> -Understanding politics of street Art -Typography - Commissions -Introduction to street artists and their cultural climate  <b>Sequential skills:</b> -Formal elements: Shape, form & colour. -Symbolism -Artist analysis to question key messages conveyed.  <b>Cross- Curricular Skills:</b> <b>-SMSC:</b> Social community, political messages. Cultural identity.  <b>-Geography:</b> Local area street art	<b>Pop Art</b> (Approx. 4 lessons)  <b>Exploring Pop Art styles to identify links to popular culture and how Pop Art exists in all 2D and 3D Art forms.</b>  To demonstrate the different Pop Art styles through use of simplified objects, heavy lines, colour themes, pattern and repetition.  <b>New Skills:</b> -Understanding of popular culture. -Simplification - Block colour tones -Introduction to original and contemporary Pop artists. -Mass production screen printing  <b>Sequential skills:</b> -Formal elements: Shape, form & colour. -Application control of media -Artist analysis to question use of materials and processes. -Annotation to record ideas.  <b>Cross- Curricular</b>	<b>Hyper-realism</b> (Approx. 5 lessons)  <b>Exploring hyper-realism drawing/ painting techniques to refine the realism and detail of observational outcomes.</b>  To learn how to draw more naturally and realistically to achieve a mature outcome in varied media choices.  <b>New Skills:</b> -Mixing natural tones -Symmetry drawing -Broadening artist(s) styles and knowledge -Understanding the value of Photography and hyper-realist drawings in their own form.  <b>Sequential skills:</b> -Developing subtle shading and tone -Formal elements: 'Tone, detail, texture & form' -Proportions - Developing Hyper-realist drawing techniques. -Consolidating grid	<b>Street Art</b> (Approx. 4 lessons)  <b>Exploring Street Art styles to decipher which examples are determined as street Art or graffiti vandalism.</b>  To adopt a street art style inspired by the work of other to communicate a political message.  <b>New Skills:</b> -Understanding politics of street Art -Typography - Commissions -Introduction to street artists and their cultural climate  <b>Sequential skills:</b> -Formal elements: Shape, form & colour. -Symbolism -Artist analysis to question key messages conveyed.  <b>Cross- Curricular Skills:</b> <b>-SMSC:</b> Social community, political messages. Cultural identity.  <b>-Geography:</b> Local	<b>Pop Art</b> (Approx. 4 lessons)  <b>Exploring Pop Art styles to identify links to popular culture and how Pop Art exists in all 2D and 3D Art forms.</b>  To demonstrate the different Pop Art styles through use of simplified objects, heavy lines, colour themes, pattern and repetition.  <b>New Skills:</b> -Understanding of popular culture. -Simplification - Block colour tones -Introduction to original and contemporary Pop artists. -Mass production screen printing  <b>Sequential skills:</b> -Formal elements: Shape, form & colour. -Application control of media -Artist analysis to question use of materials and processes. -Annotation to record ideas.  <b>Cross- Curricular</b>	<b>Hyper-realism</b> (Approx. 5 lessons)  <b>Exploring hyper-realism drawing/ painting techniques to refine the realism and detail of observational outcomes.</b>  To learn how to draw more naturally and realistically to achieve a mature outcome in varied media choices.  <b>New Skills:</b> -Mixing natural tones -Symmetry drawing -Broadening artist(s) styles and knowledge -Understanding the value of Photography and hyper-realist drawings in their own form.  <b>Sequential skills:</b> -Developing subtle shading and tone -Formal elements: 'Tone, detail, texture & form' -Proportions - Developing Hyper-realist drawing techniques. -Consolidating grid method

	<p>landmarks</p> <p><b>Artist links:</b> Banksy, Shepard Fairey &amp; Ben Eine (<i>Street Art &amp; Typography</i>)</p> <p><b>Homework Project:</b> <i>Street Art Vs Graffiti research page, transcription and personal response identity graffiti style tag.</i></p>	<p><b>Skills:</b> <b>-SMSC:</b> Popular culture</p> <p><b>-Geography:</b> Studying British and USA Pop art comparing popular culture and iconic origins</p> <p><b>Maths:</b> Repetition</p> <p><b>Artist links:</b> Ron Magnes, Michael Craig Martin, Roy Lichtenstein &amp; Andy Warhol (<i>Pop Art Movement</i>)</p> <p><b>Homework Project:</b> <i>How was Pop Art formed? research page, transcription and personal response Pop Art outcome.</i></p>	<p>method</p> <p><b>Cross- Curricular Skills:</b> <b>-Maths:</b> Measuring, Proportions, Gridding to enlarge/decrease.</p> <p><b>Artist link:</b> Howard Lee, Marcello Barenghi Carla Grace (<i>Hyper-realist themes ranging from Food, objects and animals</i>)</p> <p><b>Homework Project:</b> Research a hyper-realist artist of your choice, use proposal guidance to record your intentions and create a personal response in the style of the chosen artist of study.</p>	<p>area street art landmarks</p> <p><b>Artist links:</b> Banksy, Shepard Fairey &amp; Ben Eine (<i>Street Art &amp; Typography</i>)</p> <p><b>Homework Project:</b> <i>Street Art Vs Graffiti research page, transcription and personal response identity graffiti style tag.</i></p>	<p><b>Skills:</b> <b>-SMSC:</b> Popular culture</p> <p><b>-Geography:</b> Studying British and USA Pop art comparing popular culture and iconic origins</p> <p><b>Maths:</b> Repetition</p> <p><b>Artist links:</b> Ron Magnes, Michael Craig Martin, Roy Lichtenstein &amp; Andy Warhol</p> <p><b>Homework Project:</b> <i>How was Pop Art formed? research page, transcription and personal response Pop Art outcome.</i></p>	<p><b>Cross- Curricular Skills:</b> <b>-Maths:</b> Measuring, Proportions, Gridding to enlarge/decrease.</p> <p><b>Artist link:</b> Howard Lee, Marcello Barenghi Carla Grace (<i>Hyper-realist themes ranging from Food, objects and animals</i>)</p> <p><b>Homework Project:</b> Research a hyper-realist artist of your choice, use proposal guidance to record your intentions and create a personal response in the style of the chosen artist of study.</p>	
8 Skills Covered	Produce creative work, exploring viewpoints and perspective, personalising outcomes by linking design ideas to their home town or significant favoured locations.	Experiment with creativity and imaginative ideas to show influential connections to the Surrealist Art Movement. Produce symbolic work, exploring visual ideas and trickery of the eye. Communicate ideas as a visual	Become proficient in drawing portraits and facial features realistically, showcasing the formal elements within hyperrealist portrait outcomes.	Produce creative work, exploring viewpoints and perspective, personalising outcomes by linking design ideas to their home town or significant favoured locations.	Experiment with creativity and imaginative ideas to show influential connections to the Surrealist Art Movement. Produce symbolic work, exploring visual ideas and trickery of the eye. Communicate ideas as a visual	Become proficient in drawing portraits and facial features realistically, showcasing the formal elements within hyperrealist portrait outcomes.	Knowledge of technical graphic drawing, perspective and depth.  Creatively respond to the Surrealist style. Creating own artwork using symbolism, metaphors and metamorphosis

		language and record annotations to further support.			language and record annotations to further support.		Developing an understanding of art as a visual language.
<b>Theme/ Focus/ Content</b>	<p><b><u>Perspective Drawing</u></b> (Approx. 4 lessons)</p> <p>Exploring technical graphic drawing using angles and viewpoints to create the illusion of depth in an architectural drawing.</p> <p>To learn accuracy of ruler drawing, measuring angles to achieve depth and perspective towards the vanishing point(s).</p> <p><b>New Skills:</b> -Vanishing point -Viewpoints -1, 2 &amp; 3point perspective</p> <p><b>Sequential skills:</b> -Symmetry -Formal elements: 'Line' -knowledge of tone, texture and detail to transfer into a street scene.</p> <p><b>Cross- Curricular Skills:</b></p>	<p><b><u>Surrealism Metamorphosis</u></b> (Approx. 4 lessons)</p> <p>Exploring Surrealism to develop drawing skills, using imaginative ideas to manipulate the 'norm'.</p> <p>Show inspiration from the Surrealist Art Movement learning how Art can be symbolic and has no boundaries. Discuss public interpretations towards Art to understand the concept of it being a visual language.</p> <p><b>New Skills:</b> -Surrealism meaning -Visual language meaning -Metamorphosis -Broadening artist(s) styles and knowledge -Symbolism -Optical Illusions</p> <p><b>Sequential skills:</b></p>	<p><b><u>Portrait Drawing</u></b> (Approx. 5 lessons)</p> <p>Exploring hyper-realist drawing techniques to refine the realism and detail of portrait outcomes.</p> <p>To learn how to draw more naturally and realistically to achieve a mature portrait drawing.</p> <p><b>New Skills:</b> -Rules of proportion -Grid method drawing -Hyper-realist drawing techniques. -Continuous line drawing. -Broadening artist(s) styles and knowledge</p> <p><b>Sequential skills:</b> -Developing subtle shading and tone -Formal elements: 'Tone, detail, texture &amp; form' -Proportions</p> <p><b>Cross- Curricular Skills:</b></p>	<p><b><u>Perspective Drawing</u></b> (Approx. 4 lessons)</p> <p>Exploring technical graphic drawing using angles and viewpoints to create the illusion of depth in an architectural drawing.</p> <p>To learn accuracy of ruler drawing, measuring angles to achieve depth and perspective towards the vanishing point(s).</p> <p><b>New Skills:</b> -Vanishing point -Viewpoints -1, 2 &amp; 3point perspective</p> <p><b>Sequential skills:</b> -Symmetry -Formal elements: 'Line' -knowledge of tone, texture and detail to transfer into a street scene.</p> <p><b>Cross- Curricular Skills:</b> <b>-Maths:</b> Symmetry,</p>	<p><b><u>Surrealism Metamorphosis</u></b> (Approx. 4 lessons)</p> <p>Explore Surrealism to develop drawing skills, using imaginative ideas to manipulate the 'norm'.</p> <p>Show inspiration from the Surrealist Art Movement learning how Art can be symbolic and has no boundaries. Discuss public interpretations towards Art to understand the concept of it being a visual language.</p> <p><b>New Skills:</b> -Surrealism meaning -Visual language meaning -Metamorphosis -Broadening artist(s) styles and knowledge -Symbolism -Optical Illusions</p>	<p><b><u>Portrait Drawing</u></b> (Approx. 5 lessons)</p> <p>Exploring hyper-realist drawing techniques to refine the realism and detail of portrait outcomes.</p> <p>To learn how to draw more naturally and realistically to achieve a mature portrait drawing.</p> <p><b>New Skills:</b> -Rules of proportion -Grid method drawing -Hyper-realist drawing techniques. -Continuous line drawing. -Broadening artist(s) styles and knowledge</p> <p><b>Sequential skills:</b> -Developing subtle shading and tone -Formal elements: 'Tone, detail, texture &amp; form' -Proportions</p> <p><b>Cross- Curricular Skills:</b></p>	Improvement of drawing skills, increased range of tone, texture and detail more accurate facial proportions using gridding method.

	<p><b>-Maths:</b> Symmetry, Parallel lines, angles &amp; 3D shape drawing.</p> <p><b>-Geography:</b> Local area significant places</p> <p><b>-Science:</b> Distance, Depth, Impact of vision &amp; detail.</p> <p><b>Artist link:</b> Escher (<i>Multi illusion black &amp; white perspectives</i>)</p> <p><b>Homework Project:</b> M. C Escher research page, transcription and personal response piece of perspective illusions.</p>	<p>-Developing drawing skills -Formal elements: Form, detail &amp; texture -Art analysis of symbolic meanings</p> <p><b>Cross- Curricular Skills:</b> -<b>English:</b> Symbolism and metaphors</p> <p><b>-Science:</b> Metamorphosis &amp; Evolution</p> <p><b>Artist link:</b> Redmer Hoekstra (<i>Animal Object Metamorphosis</i>)</p> <p><b>Homework Project:</b> Vladimir Kush research page, transcription and personal response piece of optical illusions.</p>	<p><b>-Maths:</b> Measuring, Proportions, Gridding to enlarge/decrease a portrait.</p> <p><b>-Science:</b> Genetics and individual identities. Facial features.</p> <p><b>Artist link:</b> Alison Kunath &amp; Paul Klee (<i>Continuous line portrait drawing</i>)</p> <p><b>Homework Project:</b> Anna Bregman research page, transcription and personal response portrait of a celebrity</p>	<p>Parallel lines, angles &amp; 3D shape drawing.</p> <p><b>-Geography:</b> Local area significant places</p> <p><b>-Science:</b> Distance, Depth, Impact of vision &amp; detail.</p> <p><b>Artist link:</b> Escher (<i>Multi illusion black &amp; white perspectives</i>)</p> <p><b>Homework Project:</b> M. C Escher research page, transcription and personal response piece of perspective illusions.</p>	<p><b>Sequential skills:</b> -Developing drawing skills -Formal elements: Form, detail &amp; texture -Art analysis of symbolic meanings</p> <p><b>Cross- Curricular Skills:</b></p> <p><b>-English:</b> Symbolism and metaphors</p> <p><b>-Science:</b> Metamorphosis &amp; Evolution</p> <p><b>Artist link:</b> Redmer Hoekstra (<i>Animal Object Metamorphosis</i>)</p> <p><b>Homework Project:</b> Vladimir Kush research page, transcription and personal response piece of optical illusions.</p>	<p><b>-Maths:</b> Measuring, Proportions, Gridding to enlarge/decrease a portrait.</p> <p><b>-Science:</b> Genetics and individual identities. Facial features.</p> <p><b>Artist link:</b> Alison Kunath &amp; Paul Klee (<i>Continuous line portrait drawing</i>)</p> <p><b>Homework Project:</b> Anna Bregman research page, transcription and personal response portrait of a celebrity</p>	
7 Skills Covered	<p>Become proficient in understanding and applying the Formal Elements of Art using drawing, painting, and other mixed media Art and Design techniques.</p>	<p>Evaluate and analyse creative works. Become proficient in drawing, tone and mark-making skills.</p> <p>Produce creative work, exploring their ideas and recording</p>	<p>Transcribe and interpret the styles of creative works. Broaden cultural understanding of Art and understand the concepts and inspiration behind the artwork.</p>	<p>Become proficient in understanding and applying the Formal Elements of Art using drawing, painting, and other mixed media Art and Design techniques.</p>	<p>Evaluate and analyse creative works. Become proficient in drawing, tone and mark-making skills.</p> <p>Produce creative work, exploring their ideas and recording</p>	<p>Transcribe and interpret the styles of creative works. Broaden cultural understanding of Art and understand the concepts and inspiration behind the artwork.</p>	<p>Knowledge of Colour Theory. Ability to mix watercolours and paint with an even consistency. Knowledge of blending tones and creating various gradients through</p>



	<p>Learn about artists whom use shape and colour to communicate Abstract Expressionist creations. To understand the context and visual impact of the artwork and the skills/ materials applied to begin analysing the work of those who inspire us.</p> <p><b>New Skills:</b>          -Colour theory          -Formal Elements          -Tonal skills          -Colour blending          -Mark-making</p> <p><b>Sequential skills:</b>          -Consolidating colour theory colour groups          -Developing knowledge of tone to graduated tonal application.          -Bridging the names of 2D &amp; 3D shapes to drawing them within a composition.</p> <p><b>Cross- Curricular Skills:</b>  <b>-Maths:</b> Ratio, shape</p> <p><b>-Science:</b>          Experimenting with</p>	<p>their experiences through annotation. Learn the difference between recording from primary and secondary sources.</p> <p><b>New Skills:</b>          -Tonal cross-hatching          -Tonal stippling          -Pattern          -Sgraffito          -Mixed media          -Research analysis</p> <p><b>Sequential skills:</b>          -Consolidating mark-making styles          -Developing knowledge of tone to transfer into graduated tonal mark-making.          -Applying knowledge of colour theory to inform colour palette design choices.</p> <p><b>Cross- Curricular Skills:</b>  <b>-Maths:</b> Ratio, shape, dissection/ fractions</p> <p><b>-Science:</b>          Experimenting with surface textures and reactions oil pastel with paint for sgraffito.</p>	<p>Become proficient in blending, painting, and pattern design. Adopt a deeper level of thinking when questioning and understanding the meaning behind the visual language.</p> <p><b>New Skills:</b>          -Watercolour blending          -Cultural influences Mexican Day of The Dead          -Visual language meaning.</p> <p><b>Sequential skills:</b>          -Consolidating range of patterns          -Developing knowledge of tone to transfer into blended painting.</p> <p><b>Cross- Curricular Skills:</b>  <b>-Maths:</b> Ratio, shape, dissection/ fractions, symmetry</p> <p><b>-Science:</b>          Experimenting with mixing colours with water to create varied gradients.</p>	<p>Learn about artists whom use shape and colour to communicate Abstract Expressionist creations. To understand the context and visual impact of the artwork and the skills/ materials applied to begin analysing the work of those who inspire us.</p> <p><b>New Skills:</b>          -Colour theory          -Formal Elements          -Tonal skills          -Colour blending          -Mark-making</p> <p><b>Sequential skills:</b>          -Consolidating colour theory colour groups          -Developing knowledge of tone to graduated tonal application.          -Bridging the names of 2D &amp; 3D shapes to drawing them within a composition.</p> <p><b>Cross- Curricular Skills:</b>  <b>-Maths:</b> Ratio, shape</p> <p><b>-Science:</b>          Experimenting with</p>	<p>their experiences through annotation. Learn the difference between recording from primary and secondary sources.</p> <p><b>New Skills:</b>          -Tonal cross-hatching          -Tonal stippling          -Pattern          -Sgraffito          -Mixed media          -Research and analysis</p> <p><b>Sequential skills:</b>          -Consolidating mark-making styles          -Developing knowledge of tone to transfer into graduated tonal mark-making.          -Applying knowledge of colour theory to inform colour palette design choices.</p> <p><b>Cross- Curricular Skills:</b>  <b>-Maths:</b> Ratio, shape dissection/ fractions  <b>-Science:</b>          Experimenting with surface textures and reactions oil pastel with paint for sgraffito.</p>	<p>Become proficient in blending, painting, and pattern design. Adopt a deeper level of thinking when questioning and understanding the meaning behind the visual language.</p> <p><b>New Skills:</b>          -Watercolour blending          -Cultural influences Mexican Day of The Dead          -Visual language meaning.</p> <p><b>Sequential skills:</b>          -Consolidating range of patterns          -Developing knowledge of tone to transfer into blended painting.</p> <p><b>Cross- Curricular Skills:</b>  <b>-Maths:</b> Ratio, shape, dissection/ fractions, symmetry</p> <p><b>-Science:</b>          Experimenting with colour mixing in solutions</p> <p><b>R.E/ Geography:</b>          -Cultural celebrations Mexican Day of the Dead</p>	<p><b>pressure and layering.</b></p> <p><b>Knowledge of tonal drawing – increased range of tone within drawing, accurate proportions, increased confidence of tonal application through used of mark-making and pattern. Understanding of the formal elements of art and how they are applied in all mediums explored.</b></p> <p><b>Knowledge of shape and colour compositions and how these can inform mood as a visual language when studying Abstract Expressionist outcomes.</b></p> <p><b>Knowledge of cultural celebrations and how these have influenced modern artists to create inspirational artworks.</b></p>
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	colour mixing using paint.		<b>R.E/ Geography:</b> -Cultural celebrations Mexican Day of the Dead	colour mixing using paint.			
<b>Theme/ Focus/ Content</b>	<p><b>Formal Elements of Art</b> (Approx. 5 Lessons)</p> <p>-Measuring starting points via baseline theory and practical assessments.</p> <p>-Exploring what the formal elements are and how they are used.</p> <p>-Studying the colour wheel to identify colour groups to aid knowledge when mixing colours together.</p> <p>-Experimentation of tonal bars, blending colours by layering, exploration of mark-making and pattern design.</p> <p><b>Artist link:</b> Frank Stella (<i>Colour shape compositions</i>)</p> <p><b>Homework Project:</b></p>	<p><b>Insects</b> (Approx. 4 Lessons)</p> <p>-Developing drawing skills focusing on tone, line, mark-making, pattern and symmetry through insect themed primary and secondary observation drawings.</p> <p>-Artist analysis skills introduced to question the making, meaning and material of an artwork.</p> <p>-Mixed media response piece. Independent outcome showcasing the formal elements as a mixed media piece. Sgraffito technique introduced.</p> <p><b>Artist link:</b> Rosalin Monks</p>	<p><b>Exploring Pattern</b> (Approx. 5 Lessons)</p> <p>-Developing symmetry skills focusing on pattern and symmetry. Block colour control of application.</p> <p>-Artist analysis skills introduced to question the making, meaning and material of an artwork.</p> <p>-3D clay response piece. McArdle inspired skull design demonstrating pattern scoring, symmetry design &amp; blended painting skills.</p> <p><b>Artist link:</b> Thaneeya McArdle (<i>Skull designs</i>)</p> <p><b>Homework Project:</b></p>	<p><b>Formal Elements of Art</b> (Approx. 5 Lessons)</p> <p>-Measuring starting points via baseline theory and practical assessments.</p> <p>-Exploring what the formal elements are and how they are used.</p> <p>-Studying the colour wheel to identify colour groups to aid knowledge when mixing colours together.</p> <p>-Experimentation of tonal bars, blending colours by layering, exploration of mark-making and pattern design.</p> <p><b>Artist link:</b> Frank Stella (<i>Colour shape compositions</i>)</p> <p><b>Homework Project:</b></p>	<p><b>Insects</b> (Approx. 4 Lessons)</p> <p>-Developing drawing skills focusing on tone, line, mark-making, pattern and symmetry through insect themed primary and secondary observation drawings.</p> <p>-Artist analysis skills introduced to question the making, meaning and material of an artwork.</p> <p>-Mixed media response piece. Independent outcome showcasing the formal elements as a mixed media piece. Sgraffito technique introduced.</p> <p><b>Artist link:</b> Rosalin Monks</p>	<p><b>Exploring Pattern</b> (Approx. 5 Lessons)</p> <p>-Developing symmetry skills focusing on pattern and symmetry. Block colour control of application.</p> <p>-Artist analysis skills introduced to question the making, meaning and material of an artwork.</p> <p>-3D clay response piece. McArdle inspired skull design demonstrating pattern scoring, symmetry design &amp; blended painting skills.</p> <p><b>Artist link:</b> Thaneeya McArdle (<i>Skull designs</i>)</p> <p><b>Homework Project:</b> Patrice Murciano <i>research page,</i></p>	

	<p><i>Robert Delaunay research page, transcription and personal response piece of a shape and colour composition annotated.</i></p>	<p><i>(Insect drawings)</i></p> <p><b>Homework Project:</b>  <i>Lucy Arnold research page, butterfly transcription and personal response piece of close up butterfly textures annotated.</i></p>	<p><i>Patrice Murciano research page, transcription and personal response piece of a skull with flowers/ insects/ butterflies to represent celebration of life annotated.</i></p>	<p><i>Robert Delaunay research page, transcription and personal response piece of a shape and colour composition annotated.</i></p>	<p><i>(Insect drawings)</i></p> <p><b>Homework Project:</b>  <i>Lucy Arnold research page, butterfly transcription and personal response piece of close up butterfly textures annotated</i></p>	<p><i>transcription and personal response piece of a skull with flowers/ insects/ butterflies to represent celebration of life annotated.</i></p>	
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