



New Woodlands School Programme of Study ( POS) 2022-23

Subject.....Art.....

**Key stage 2**

Year group	Autumn 1 <b>Project : Mark making / Drawing</b>	Autumn 2 <b>Project: Colour/ Painting</b>	Spring 1 <b>Project: Pattern</b>	Spring 2 <b>Project: Texture /Collage</b>	Summer 1 <b>Project: Printing</b>	Summer 2 <b>Project : 3D</b>
Year 1	<p>Record ideas and experiences in a sketch book or journal.</p> <p>Draw from or talk about experiences, creative ideas and observations.</p> <p>Use lines to represent a shape or outline.</p> <p>Take a self-portrait or a photograph of someone else.</p>	<p>Record ideas and experiences in a sketch book or journal.</p> <p>Draw from or talk about experiences, creative ideas and observations.</p> <p>Apply paint using a range of tools (e.g. large brushes, hands, feet, rollers and pads).</p> <p>Name primary colours and collate</p>	<p>Record ideas and experiences in a sketch book or journal.</p> <p>Draw from or talk about experiences, creative ideas and observations.</p> <p>Create a simple pattern using colours and shapes.</p> <p>Outline personal likes and dislikes regarding their own work.</p>	<p>Record ideas and experiences in a sketch book or journal.</p> <p>Draw from or talk about experiences, creative ideas and observations.</p> <p>Describe the sensory properties of a range of different materials and decide which ones to use when making something.</p>	<p>Record ideas and experiences in a sketch book or journal.</p> <p>Draw from or talk about experiences, creative ideas and observations.</p> <p>Create simple mono prints using a range of printing utensils. Outline personal likes and dislikes regarding their own work.</p>	<p>Record ideas and experiences in a sketch book or journal.</p> <p>Draw from or talk about experiences, creative ideas and observations.</p> <p>Handle and manipulate rigid and malleable materials and say how they feel.</p> <p>Use modelling materials to create a</p>

	<p>Use lines of different thickness.</p> <p>Outline personal likes and dislikes regarding their own work.</p> <p>Outline personal likes and dislikes regarding a piece of art.</p> <p>Use two artists, one historical and one contemporary to compare and contrast.</p>	<p>colours into groups of similar shades.</p> <p>Outline personal likes and dislikes regarding their own work.</p> <p>Outline personal likes and dislikes regarding a piece of art.</p> <p>Use two artists, one historical and one contemporary to compare and contrast.</p>	<p>Outline personal likes and dislikes regarding a piece of art.</p> <p>Use two artists, one historical and one contemporary to compare and contrast.</p>	<p>Cut and tear paper and glue it to a surface.</p> <p>Outline personal likes and dislikes regarding their own work.</p> <p>Outline personal likes and dislikes regarding a piece of art.</p> <p>Use two artists, one historical and one contemporary to compare and contrast.</p>	<p>Outline personal likes and dislikes regarding a piece of art.</p> <p>Use two artists, one historical and one contemporary to compare and contrast.</p>	<p>realistic or imagined form.</p> <p>Outline personal likes and dislikes regarding their own work.</p> <p>Outline personal likes and dislikes regarding a piece of art.</p> <p>Use two artists, one historical and one contemporary to compare and contrast.</p>
Year group	Autumn 1 <b>Project : Mark making / Drawing</b>	Autumn 2 <b>Project: Colour/ Painting</b>	Spring 1 <b>Project: Pattern</b>	Spring 2 <b>Project: Texture /Collage</b>	Summer 1 <b>Project: Printing</b>	Summer 2 <b>Project : 3D</b>
Year 2	<p>Develop ideas from a variety of starting points, including the natural world, man-made objects, fantasy and stories.</p> <p>Make/use a simple sketch book, using a range of joining techniques</p>	<p>Develop ideas from a variety of starting points, including the natural world, man-made objects, fantasy and stories.</p> <p>Choose appropriate materials and techniques.</p>	<p>Develop ideas from a variety of starting points, including the natural world, man-made objects, fantasy and stories.</p> <p>Choose appropriate materials and techniques.</p>	<p>Develop ideas from a variety of starting points, including the natural world, man-made objects, fantasy and stories.</p> <p>Choose appropriate materials and techniques.</p>	<p>Develop ideas from a variety of starting points, including the natural world, man-made objects, fantasy and stories.</p> <p>Choose appropriate materials and techniques.</p>	<p>Develop ideas from a variety of starting points, including the natural world, man-made objects, fantasy and stories.</p> <p>Choose appropriate materials and techniques.</p>

	<p>including gluing, tying and stapling.</p> <p>Choose appropriate materials and techniques for a given project.</p> <p>Use line and tone to draw shape, pattern and texture.</p> <p>Use a zoom feature to show an object in detail.</p> <p>Use tone to show light and shade.</p> <p>Explain the main successes and challenges encountered when completing a piece of artwork.</p> <p>Explain what they like/dislike about an artwork, comparing it with other pieces of art.</p> <p>Use two artists, one historical and one</p>	<p>Mix paint colours to suit a task.</p> <p>Select and match colours when painting from observation, explaining how different colours make them feel.</p> <p>Explain the main successes and challenges encountered when completing a piece of artwork.</p> <p>Explain what they like/dislike about an artwork, comparing it with other pieces of art.</p> <p>Use two artists, one historical and one contemporary to compare and contrast.</p>	<p>Use line and tone to draw shape, pattern and texture.</p> <p>Create patterns using natural materials (e.g. pebbles, sticks, shells, leaves and petals).</p> <p>Explain the main successes and challenges encountered when completing a piece of artwork.</p> <p>Explain what they like/dislike about an artwork, comparing it with other pieces of art.</p> <p>Use two artists, one historical and one contemporary to compare and contrast.</p>	<p>Use line and tone to draw shape, pattern and texture.</p> <p>Cut and tear fabrics and papers, attaching them using different joining techniques.</p> <p>Explain the main successes and challenges encountered when completing a piece of artwork.</p> <p>Explain what they like/dislike about an artwork, comparing it with other pieces of art.</p> <p>Use two artists, one historical and one contemporary to compare and contrast.</p>	<p>Create single and multi-coloured prints using a range of printing techniques.</p> <p>Explain the main successes and challenges encountered when completing a piece of artwork.</p> <p>Explain what they like/dislike about an artwork, comparing it with other pieces of art.</p> <p>Use two artists, one historical and one contemporary to compare and contrast.</p>	<p>Use modelling materials to create an imaginary or realistic form.</p> <p>Build simple thumb pots using clay, including rolling out clay on a board.</p> <p>Explain the main successes and challenges encountered when completing a piece of artwork.</p> <p>Explain what they like/dislike about an artwork, comparing it with other pieces of art.</p> <p>Use two artists, one historical and one contemporary to compare and contrast.</p>
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	contemporary to compare and contrast.					
Year group	Autumn 1 <b>Project : Mark making / Drawing</b>	Autumn 2 <b>Project: Colour/ Painting</b>	Spring 1 <b>Project: Pattern</b>	Spring 2 <b>Project: Texture /Collage</b>	Summer 1 <b>Project: Printing</b>	Summer 2 <b>Project : 3D</b>
Year 3	<p>Explain the purpose of a given task and identify the ideal materials and tools for the job.</p> <p>Use a range of drawing media to draw natural and man-made items, giving attention to pattern, shape and form.</p> <p>Take photographs and explain their creative vision.</p> <p>Use line to add surface detail to a drawing, print or painting.</p>	<p>Explain the purpose of a given task and identify the ideal materials and tools for the job.</p> <p>Create and use a palette of natural colours to paint from outdoor observation.</p> <p>Make suggestions for ways to adapt/improve their own artwork.</p> <p>Use a range of artistic vocabulary to compare artworks of a particular genre or movement.</p> <p><b>Use two artists, one historical and one</b></p>	<p>Identify interesting aspects of objects as a starting point for work.</p> <p>Explain the purpose of a given task and identify the ideal materials and tools for the job.</p> <p>Copy and create patterns and textures with a range of paints. Imprint a range of patterns into modelling materials (e.g. clay, dough and papier mâché).</p> <p>Make suggestions for ways to</p>	<p>Make/use a simple sewn sketch book, selecting a range of papers and fabrics for different purposes.</p> <p>Explain the purpose of a given task and identify the ideal materials and tools for the job.</p> <p>Use a variety of materials to create a collage on a theme.</p> <p>Make suggestions for ways to adapt/improve their own artwork.</p> <p>Use a range of artistic vocabulary to compare artworks of</p>	<p>Explain the purpose of a given task and identify the ideal materials and tools for the job.</p> <p>Make repeat pattern prints for decorative purposes using various natural materials.</p> <p>Make suggestions for ways to adapt/improve their own artwork.</p> <p>Use a range of artistic vocabulary to compare artworks of a particular genre or movement.</p>	<p>Explain the purpose of a given task and identify the ideal materials and tools for the job.</p> <p>Use a range of modelling materials and tools, choosing the one most appropriate to a given task.</p> <p>Make suggestions for ways to adapt/improve their own artwork.</p> <p>Use a range of artistic vocabulary to compare artworks of a particular genre or movement.</p>

	<p>Create natural forms such as shells, leaves, flowers and animals, showing an awareness of different viewpoints of the same object.</p> <p>Make suggestions for ways to adapt/improve their own artwork. Use a range of artistic vocabulary to compare artworks of a particular genre or movement.</p> <p>Use two artists, one historical and one contemporary to compare and contrast.</p>	contemporary to compare and contrast.	<p>adapt/improve their own artwork. Use a range of artistic vocabulary to compare artworks of a particular genre or movement.</p> <p>Use two artists, one historical and one contemporary to compare and contrast.</p>	<p>a particular genre or movement.</p> <p>Use two artists, one historical and one contemporary to compare and contrast.</p>	Use two artists, one historical and one contemporary to compare and contrast.	Use two artists, one historical and one contemporary to compare and contrast.
Year group	Autumn 1 <b>Project : Mark making / Drawing</b>	Autumn 2 <b>Project: Colour/ Painting</b>	Spring 1 <b>Project: Pattern</b>	Spring 2 <b>Project: Texture /Collage</b>	Summer 1 <b>Project: Printing</b>	Summer 2 <b>Project : 3D</b>
Year 4	Make/use a sketch book.	Select and record visual and other information to	Select and record visual and other information to	Select and record visual and other information to	Select and record visual and other	Select and record visual and other information to

	<p>Select and record visual and other information to develop ideas on a theme.</p> <p>Investigate, combine and organise visual and tactile qualities of materials and processes when making something.</p> <p>Draw from close observation to capture fine details.</p> <p>Use tone to emphasise form in drawing and painting.</p> <p>Comment on similarities/differences between own and others' work, describing what they feel about both.</p> <p>Compare and comment on a number of artworks on a similar theme, explaining the</p>	<p>develop ideas on a theme.</p> <p>Investigate, combine and organise visual and tactile qualities of materials and processes when making something.</p> <p>Draw from close observation to capture fine details.</p> <p>Use complementary and contrasting colours for effect.</p> <p>Comment on similarities/differences between own and others' work, describing what they feel about both.</p> <p>Compare and comment on a number of artworks on a similar theme, explaining the approaches taken by different artists or genres.</p>	<p>develop ideas on a theme.</p> <p>Investigate, combine and organise visual and tactile qualities of materials and processes when making something.</p> <p>Draw from close observation to capture fine details.</p> <p>Add textural materials to paint, to create a desired effect.</p> <p>Add embellishments and decorations to enhance a form or sculpture.</p> <p>Comment on similarities/differences between own and others' work, describing what they feel about both.</p> <p>Compare and comment on a number of artworks</p>	<p>develop ideas on a theme.</p> <p>Investigate, combine and organise visual and tactile qualities of materials and processes when making something.</p> <p>Draw from close observation to capture fine details.</p> <p>Create a photo montage of digital images to achieve a particular purpose.</p> <p>Comment on similarities/differences between own and others' work, describing what they feel about both.</p> <p>Compare and comment on a number of artworks on a similar theme, explaining the approaches taken by</p>	<p>information to develop ideas on a theme.</p> <p>Investigate, combine and organise visual and tactile qualities of materials and processes when making something.</p> <p>Draw from close observation to capture fine details.</p> <p>Use a motif and stencil to create a mono or repeat print.</p> <p>Use bold colour and geometric shapes to create a graphic-style print.</p> <p>Comment on similarities/differences between own and others' work, describing what they feel about both.</p> <p>Compare and comment on a number of artworks</p>	<p>develop ideas on a theme.</p> <p>Investigate, combine and organise visual and tactile qualities of materials and processes when making something.</p> <p>Draw from close observation to capture fine details.</p> <p>Add embellishments and decorations to enhance a form or sculpture.</p> <p>Take a picture from an unusual or thought-provoking viewpoint.</p> <p>Use 3-D materials to sculpt a human form.</p> <p>Comment on similarities/differences between own and others' work, describing what they feel about both.</p>
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	<p>approaches taken by different artists or genres.</p> <p>Use two artists, one historical and one contemporary to compare and contrast.</p>	<p>Use two artists, one historical and one contemporary to compare and contrast.</p>	<p>on a similar theme, explaining the approaches taken by different artists or genres.</p> <p>Use two artists, one historical and one contemporary to compare and contrast.</p>	<p>different artists or genres.</p> <p>Use two artists, one historical and one contemporary to compare and contrast.</p>	<p>on a similar theme, explaining the approaches taken by different artists or genres.</p> <p>Use two artists, one historical and one contemporary to compare and contrast.</p>	<p>Compare and comment on a number of artworks on a similar theme, explaining the approaches taken by different artists or genres.</p> <p>Use two artists, one historical and one contemporary to compare and contrast.</p>
Year group	Autumn 1 <b>Project : Mark making / Drawing</b>	Autumn 2 <b>Project: Colour/ Painting</b>	Spring 1 <b>Project: Pattern</b>	Spring 2 <b>Project: Texture /Collage</b>	Summer 1 <b>Project: Printing</b>	Summer 2 <b>Project : 3D</b>
Year 5	<p><b>Artists:</b> Make and use a sketch book that includes pockets and - flaps.</p> <p>Explain how an idea has developed over time.</p>	<p><b>Artists:</b> Explain how an idea has developed over time.</p> <p>Use paint application techniques to create mood and atmosphere in a painting.</p>	<p><b>Artists:</b> Explain how an idea has developed over time.</p> <p>Combine a range of media within a piece of work and explain the desired effect.</p>	<p><b>Artists:</b> Explain how an idea has developed over time.</p> <p>Create a monochromatic collage which incorporates text.</p>	<p><b>Artists:</b> <b>Salavador Dali</b> Explain how an idea has developed over time.</p> <p>Create a detailed block for printing using string, card, foam or lino.</p>	<p><b>Artists:</b> Explain how an idea has developed over time.</p> <p>Carve and sculpt materials using a range of tools and finishing techniques (e.g. sanding, etching and smoothing).</p>

	<p>Use simple rules of perspective in drawings of figures and buildings.</p> <p>Use cross-hatching to add tonal detail.</p> <p>Compare and comment on ideas/methods/approaches in own and others' work (relating to context).</p> <p>Explain how a piece of artwork makes them feel, explaining views by reference to effects (e.g. colour and pattern).</p> <p>Use two artists, one historical and one contemporary to compare and contrast.</p>	<p>Compare and comment on ideas/methods/approaches in own and others' work (relating to context).</p> <p>Explain how a piece of artwork makes them feel, explaining views by reference to effects (e.g. colour and pattern).</p> <p>Use two artists, one historical and one contemporary to compare and contrast.</p>	<p>Use rubbing techniques (frottage art) to collect patterns and textures.</p> <p>Compare and comment on ideas/methods/approaches in own and others' work (relating to context).</p> <p>Explain how a piece of artwork makes them feel, explaining views by reference to effects (e.g. colour and pattern).</p> <p>Use two artists, one historical and one contemporary to compare and contrast.</p>	<p>Compare and comment on ideas/methods/approaches in own and others' work (relating to context).</p> <p>Explain how a piece of artwork makes them feel, explaining views by reference to effects (e.g. colour and pattern).</p> <p>Use two artists, one historical and one contemporary to compare and contrast.</p>	<p>Compare and comment on ideas/methods/approaches in own and others' work (relating to context).</p> <p>Explain how a piece of artwork makes them feel, explaining views by reference to effects (e.g. colour and pattern).</p> <p>Use two artists, one historical and one contemporary to compare and contrast.</p>	<p>Compose a photograph with an emphasis on textural qualities, light and shade.</p> <p>Create cylindrical and spherical forms using a range of media and scales.</p> <p>Compare and comment on ideas/methods/approaches in own and others' work (relating to context).</p> <p>Explain how a piece of artwork makes them feel, explaining views by reference to effects (e.g. colour and pattern).</p> <p>Use two artists, one historical and one contemporary to compare and contrast.</p>
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Year group	Autumn 1 <b>Project : Mark making / Drawing</b>	Autumn 2 <b>Project: Colour/ Painting</b>	Spring 1 <b>Project: Pattern</b>	Spring 2 <b>Project: Texture /Collage</b>	Summer 1 <b>Project: Printing</b>	Summer 2 <b>Project : 3D</b>
Year 6	<p>Explain intentions when developing ideas, identifying any changes and improvements made as work progresses.</p> <p>Describe how the techniques and themes used by other artists and genres have been developed in their own work.</p> <p>Use a variety of media to represent light, shade, form, pattern and texture in a range of drawing work.</p> <p>Use pen and ink to add line, tone and perspective using a tonal ink wash.</p> <p>Explain how studying other artists' work</p>	<p>Explain intentions when developing ideas, identifying any changes and improvements made as work progresses.</p> <p>Describe how the techniques and themes used by other artists and genres have been developed in their own work.</p> <p>Use paint techniques characteristic of a specific genre (e.g. particular brush strokes, colours and paint application techniques).</p> <p>Mix and use colour to reflect mood and atmosphere.</p>	<p>Make own papers to use in a sketch book or journal.</p> <p>Explain intentions when developing ideas, identifying any changes and improvements made as work progresses.</p> <p>Describe how the techniques and themes used by other artists and genres have been developed in their own work.</p> <p>Use a variety of media to represent light, shade, form, pattern and texture in a range of drawing work.</p> <p>Using digital software, create abstract prints which involve experimentation</p>	<p>Make own papers to use in a sketch book or journal.</p> <p>Explain intentions when developing ideas, identifying any changes and improvements made as work progresses. Describe how the techniques and themes used by other artists and genres have been developed in their own work.</p> <p>Use a variety of media to represent light, shade, form, pattern and texture in a range of drawing work.</p> <p>Embellish a 3-D form using collage techniques (decoupage).</p>	<p>Explain intentions when developing ideas, identifying any changes and improvements made as work progresses.</p> <p>Describe how the techniques and themes used by other artists and genres have been developed in their own work.</p> <p>Explain how studying other artists' work has influenced and developed their own.</p> <p>Adapt and refine own work in the light of evaluations.</p> <p>Describe and explain the ideas, methods and techniques used to create artwork on a particular theme or genre.</p>	<p>Explain intentions when developing ideas, identifying any changes and improvements made as work progresses.</p> <p>Describe how the techniques and themes used by other artists and genres have been developed in their own work.</p> <p>Use a variety of media to represent light, shade, form, pattern and texture in a range of drawing work.</p> <p>Create abstract forms choosing appropriate materials and tools, demonstrating the awareness and influence of a specific art genre.</p>

	<p>has influenced and developed their own.</p> <p>Adapt and refine own work in the light of evaluations.</p> <p>Describe and explain the ideas, methods and techniques used to create artwork on a particular theme or genre.</p> <p>Use two artists, one historical and one contemporary to compare and contrast.</p>	<p>Explain how studying other artists' work has influenced and developed their own.</p> <p>Adapt and refine own work in the light of evaluations.</p> <p>Describe and explain the ideas, methods and techniques used to create artwork on a particular theme or genre.</p> <p>Use two artists, one historical and one contemporary to compare and contrast.</p>	<p>with colour, size, shape and repetition.</p> <p>Use pattern to add detail, movement and interest to a piece of work.</p> <p>Explain how studying other artists' work has influenced and developed their own.</p> <p>Adapt and refine own work in the light of evaluations.</p> <p>Describe and explain the ideas, methods and techniques used to create artwork on a particular theme or genre.</p> <p>Use two artists, one historical and one contemporary to compare and contrast.</p>	<p>Explain how studying other artists' work has influenced and developed their own.</p> <p>Adapt and refine own work in the light of evaluations.</p> <p>Describe and explain the ideas, methods and techniques used to create artwork on a particular theme or genre.</p> <p>Use two artists, one historical and one contemporary to compare and contrast.</p>	<p>Use two artists, one historical and one contemporary to compare and contrast.</p>	<p>Combine images using digital technology, colour, size and rotation.</p> <p>Use 3-D shapes to create an abstract form or sculpture, juxtaposing individual components.</p> <p>Explain how studying other artists' work has influenced and developed their own.</p> <p>Adapt and refine own work in the light of evaluations.</p> <p>Describe and explain the ideas, methods and techniques used to create artwork on a particular theme or genre.</p> <p>Use two artists, one historical and one contemporary to compare and contrast.</p>
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### Key stage 3

Year group	Autumn 1 <b>Project: Identity/Emotions(2D)</b>  <b>Artist Paul Klee and Pablo Picasso</b>	Autumn 2 <b>Project: Identity/Emotions(2D)</b>  <b>Artist: Alexander Calder</b>	Spring 1 <b>Project: Identity/Emotions(2D)</b>  <b>Artist: Edvard Munch</b>	Spring 2 <b>Project: Identity and Emotion (3D)</b>  <b>Artist: Edvard Munch</b>	Summer 1 <b>Project: Identity/Emotion and Expressionism (3D)</b> <b>Artist: Keith Haring</b>	Summer 2 <b>Project Identity/Emotion/Expressionism (3D)</b> <b>Artist: Hattie Stewart</b>  <b>Ana morphisms Kandinsky LGBTQ+</b>
Year 7	Drawing for the purpose of looking, communication and action; using a range of media to expressively explore line.  <b>Wk 1 Formal element Art House</b> <b>Wk 2 Continuous line drawing</b> <b>Wk 3 Formal elements matching game</b>	Develop and apply reading and writing skills, researching and responding to emotions and self, using IT. To build upon drawing skills with shape and tone.  <b>Wk 1 Observational drawing : Line / Calder</b> <b>Wk 2 Identity and Me / Exploring media</b>	Use Venn diagrams to review similarities and differences used by artists to inform outcome. To apply the use of number to manage concepts of scale, proportion and quantity.  <b>Wk 1 Facial proportions</b> <b>Wk 2 Extended writing</b>	To use imagination to explore and design a 3D outcome. Explore media to make ideas and designs physical and real, considering shape.  <b>Wk 1 Explore emotion</b> <b>Wk 2 Analysing Munchs Scream</b> <b>Wk 3 Take own photograph in style of the Scream</b> <b>Wk 4 ICT response in style of Munch</b>	To develop water based painting skills, exploring colour and understanding mixing and creating colours to convey ideas and intentions. To use a range of techniques to explore expressionist style.	To use imagination to create and develop outcome using recycled and natural materials  Reflect and evaluate using keywords.  Wk 1 Using recycled materials to develop a planter /vase design. Responding to Hattie Stuart.

	<p><b>Wk 4 Collage formal elements</b>  <b>Wk 5 Black History Artist Research</b>  <b>Wk 6 Respond to an artist of colour</b></p>	<p>ideas  <b>Wk 3 Oil pastel and wash /wax resist</b>  <b>Wk 4 Ink monoprint</b>  <b>Wk 5 Pencil self portrait</b>  <b>Wk 6 Scaling up</b></p>	<p><b>Wk 3 Analysing a portrait</b>  <b>Wk 4 Create a tonal bar Crosshatching and mark making</b>  <b>Wk 5 and 6 Produce a tonal portrait . Mono print outcome</b></p>	<p><b>Wk 5 Primary and Secondary colours . Paint the colour wheel</b>  <b>Wk 6 Collage a colour wheel</b>  <b>Create a wax resist response using complementary colours.</b></p>	<p><b>Wk 1 Look at complementary colours and harmonious palette.</b>  <b>Wk 2 Create a wax resist using complementary colours</b>  <b>Wk 3 Look at a feelings wheel considering colours relating to emotions.</b>  <b>Wk 4 Take own photograph/self portrait. Create a self portrait to link colours to their emotions.</b>  <b>Wk 5 Doodle Art</b></p>	<p>Animating an inanimate object  Start to paint the design  Wk 2/3 Continue painting  Wk 5 Plant with living hair and Design a T-shirt highlighting LGBTQ+  Wk 6 Create T shirt</p>
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Year 8 group	Autumn 1 <b>Project: Rangda Masks Printing</b>	Autumn 2 <b>Project: Masks</b>	Spring 1 <b>Project: Masks</b> Horniman Trip	Spring 2 <b>Project: Masks</b>	Summer 1 <b>Project: Masks</b>	Summer 2 <b>Project Masks</b>
Year 8	<p>Drawing from imagination and observation using a range of media to explore line, shape, colour, pattern, texture, form and tone – using charcoal, a range of soft and hard pencils, graphite sticks, pastels, coloured pencils, fine liners and oil pastels</p> <ul style="list-style-type: none"> <li>• Wk1 Creating lines to represent texture</li> <li>• Wk 2 Directional mark making to show form</li> <li>• Wk 3 Questioning responding to images</li> <li>• Wk 4</li> </ul>	<p>Develop and apply reading and writing skills alongside speaking and listening skills. To communicate and analyse using IT and digital media To create drawings building upon observation and composition skills.</p> <ul style="list-style-type: none"> <li>• Wk 1 Understanding masks and their meanings</li> <li>• Wk 2 Observe and record sections of masks and create a collage combining them to make own design.</li> </ul>	<p>Use Venn diagrams to compare and contrast the work of artists to inform outcomes, describing the differences and similarities between different practices and disciplines. To apply quantity and proportion when designing or planning.</p> <ul style="list-style-type: none"> <li>• Wk 1 Revisiting facial proportions of people and masks</li> <li>• Wk 2 Frottage</li> <li>• Create rubbings from collagraphs</li> <li>• Wk 3 Horniman Trip</li> </ul>	<p>To use imagination and creativity to develop and construct 3D media understanding tactile properties of textures and surfaces. To apply formal Art elements shape and space.</p> <ul style="list-style-type: none"> <li>• Researching and looking at masks form around the world</li> <li>• Horniman Research Title page to include images form their visit.</li> <li>• Sketchbook drawings</li> <li>• Own mask design</li> </ul>	<p>To develop painting skills, learning how to mix and apply water based paint in different ways to match and make new colours. To explore transparency, marks and strokes, layers and blending</p> <ul style="list-style-type: none"> <li>• Look at and respond to patterns from a mask</li> <li>• Extend a pattern</li> <li>• Create a mask template</li> </ul>	<p>To use imagination to create and develop outcome using recycled and natural materials  To critically reflect upon arts activity using keywords and correct terminology.</p> <ul style="list-style-type: none"> <li>• Consider colour and pattern</li> <li>• Embellish their own 3D mask from Spring 2</li> <li>• Develop own Warrior Spirit for themselves</li> </ul>

	<p>Use of masks, cultural differences Create a reduction print.</p> <ul style="list-style-type: none"> <li>Wk 6 Create a single or double page Artist or Cultural response page on masks.</li> <li>Wk 7 Wax resist Rangda Mask response</li> </ul>	<ul style="list-style-type: none"> <li>Wk 3 Venn diagram for focused looking comparing and contrasting</li> <li>Wk 4 Look at origins of mask around the world</li> <li>Wk 4 Drawing focus and mask features- focused looking at primary and secondary sources</li> <li>Wk 5 Tonal drawing</li> <li>Wk 6 Create mask design</li> <li>Wk 7 Create a collagraph</li> <li>Wk 8 Extended writing task</li> </ul>	<ul style="list-style-type: none"> <li>Wk 3 Jake and Dinos Chaman research</li> <li>Wk 4 and 5 Create a mask for the Mona Lisa</li> </ul>	<ul style="list-style-type: none"> <li>Transfer design onto a face shield</li> <li>Develop into a 3D ask using cardboard/papier mache technique</li> </ul>	<p>with pattern</p> <ul style="list-style-type: none"> <li>Create own 3Dmask design</li> </ul> <p>Develop mark making to show form – directional mark making</p>	
Year 9 group	Autumn 1 <b>Project: Carbon Footprint and Climate Change</b>	Autumn 2 <b>Project: Carbon Footprint</b>	Spring 1 <b>Project: Carbon Footprint</b>	Spring 2 <b>Project: Carbon Footprint</b> Artist: Jon Burgerman	Summer 1 <b>Project: Carbon Footprint</b>	Summer 2 <b>Project Carbon Footprint</b>

	Artist :Bansky				Trip : To 4 <sup>th</sup> Plinth in Trafalgar Square	
Year 9	<p>Drawing from memory, imagination and observation using an increasing range of media to more carefully control line, shape, colour, pattern, texture, form and tone – using charcoal, a range of soft and hard pencils, graphite sticks, wax, pastels, conté pencils/sticks, coloured pencils, fine liners, oil pastels, water soluble pastels, hard and soft rubbers</p> <ul style="list-style-type: none"> <li>• Wk 1 Front page design</li> <li>• Wk 2 Understand climate change and symbols used</li> <li>• Wk 3</li> </ul>	<p>Develop and apply reading and writing skills alongside speaking and listening skills to research, communicate, analyse and critically evaluate using IT and digital media. To develop drawing skills using the formal elements of art.</p> <p>To design own work, building upon drawing, observation and composition skills with an understanding of how art can be used as a voice for social change and therapy.</p> <p><b>Wk 1 Research</b>  <b>Wk 2 Development of ideas</b>  <b>Wk 3 and 4 Resonding</b>  <b>Wk 5 and 6 Outcome</b></p> <p><b>Update as it develops</b></p>	<p>Use Venn diagrams to compare and contrast the work of artists exploring genres, periods and cultures and making links with own work.</p> <p>To apply the use of number to visually perceive length, height, width and depth, when drawing from observation in preparation for final 3D outcome.</p> <p><b>Wk 1 Research</b>  <b>Wk 2 Development of ideas</b>  <b>Wk 3 and 4 Resonding</b>  <b>Wk 5 and 6 Outcome</b></p> <p><b>Update as it develops</b></p>	<p>To use imagination and creativity to create sculptural outcomes, exploring 3D technologies and techniques.</p> <p>To apply formal Art elements shape, space and composition.</p> <p>Wk 1 Research Recycling and the environment  Wk 2 Create own recycling character design responding to Jon Burgerman  Wk 3 Make character environmentally aware  Wk 4 Create clay response  Wk 5 and 6 outcome</p>	<p>To develop 3D making and painting skills controlling colour, tint, tone and shade to convey ideas and intentions.</p> <p>To use a variety of tools e.g. different types of brush, palette knives, spatulas and selected resources</p> <p><b>Wk 1 Research</b>  <b>Wk 2 Development of ideas</b>  <b>Wk 3 and 4 Resonding</b>  <b>Wk 5 and 6 Outcome</b></p> <p><b>Update as it develops</b></p>	<p>To use imagination to create and develop outcome using recycled and natural materials</p> <p>To evaluate work, drawing together all of the influences and explain the development and decisions independently.</p> <p><b>Wk 1 Research</b>  <b>Wk 2 Development of ideas</b>  <b>Wk 3 and 4 Resonding</b>  <b>Wk 5 and 6 Outcome</b></p> <p><b>Update as it develops</b></p>

	<p>Create a carbon footprint response</p> <ul style="list-style-type: none"> <li>• Wk 4</li> </ul> <p>Explore climate change vocabulary</p> <ul style="list-style-type: none"> <li>• Wk 5</li> </ul> <p>Create a trainer design considering carbon footprint symbols</p> <ul style="list-style-type: none"> <li>• Wk 6</li> </ul> <p>Create a 3D trainer model</p> <ul style="list-style-type: none"> <li>• Wk 7</li> </ul> <p>Black history month, response to artist of colour</p>					
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**Key stage 4: Project: Artists of Colour Matter**

Year group	Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 10</b>	<p><b>Part C: Arts Inspiration</b></p> <p>Use and produce</p>	<p><b>Part C: Arts Inspiration</b></p> <p>Compare experiments</p>	<p><b>Part C: Arts Inspiration</b></p> <p>Express reasoned</p>	<p><b>Part D: Arts Skills Share</b></p>	<p><b>Part D: Arts Skills Share</b></p> <p>Take part in straightforward discussion and produce</p>	<p><b>Portfolio work</b></p> <p>Accept creative risks</p> <p>Communicate ideas effectively</p> <p>Respond creatively to an artist</p>

	<p>research methods to find out about an artist/craftsperson/ or arts practitioner</p> <p>Make several designs/plans for a piece of work, relating to British Values .</p> <p>Develop ideas to create purposeful and imaginative responses</p> <p>Apply skills to realise intentions</p> <p>Use tools and media experimentally</p> <p>Use various tone</p>	<p>and plans to develop into a final piece</p> <p>Apply technical knowledge and skills to realise intentions</p> <p>Consider specific aspects, including formal art elements</p> <p>Use varying line and tone and colour</p>	<p>judgment about their own work through annotations and evaluations</p> <p>Annotate artwork to illustrate intentions and development.</p> <p>Uses key words and correct terminology, including the SEMI Approach, when evaluating and/or analysing</p>	<p>Research an arts skill share</p> <p>Explain an arts skill share, including why the subject was chosen</p> <p>Deliver Arts Skill Share</p>	<p>evidence, written or otherwise</p> <p>Reflect and evaluate upon the arts skill share</p>	<p>Evidence their research with notes, photographs and recordings.</p> <p>Recognise mistakes and strives to improve them.</p> <p>Demonstrates original, imaginative, inventive and exciting qualities in the work.</p> <p>Creates lines, textures, patterns, shapes with accuracy considering proportion/composition</p> <p>Uses pencil with control</p> <p>Creates blended tone. Creates tone to show form from a primary source or secondary source.</p>
<b>Year 11</b>	<b>Part B: Explore the Arts as an audience member</b>	<b>Part B: Explore the Arts as an audience member</b>	<b>Part A: Explore the Arts as a Participant</b>	<b>Part A: Explore the Arts as a Participant</b>	<b>Developing, refining and finalising portfolio</b> Uses pencil with control and expression	

	<p>Describe an arts activity as an audience member          Reflect on personal enjoyment of the arts event and its creative impact</p>	<p>Critically reflect upon an arts activity as an audience member          Reflect upon the quality of the arts event and its creative impact          Communicate and reflect through visual documentation and annotation</p>	<p>Participate in an art activity          Describe an arts activity as a participant          Document an arts activity with photos          Document an arts activity with comments</p>	<p>Critically reflect upon an arts activity as a participant          Document the arts activity with annotation          Provide a summary of an event, including what you have learnt/skills improved</p>	<p>Creates tone to show form using a range from light to dark          Use a variety of appropriate brushstrokes          Use 3D materials in a variety of ways          Experiments with a broadening range of resources and media, taking appropriate risks          Develop ideas through investigations          Investigation shows emerging competence and critical understanding          Explore and experiment with ideas independently          Presents ideas and results competently and effectively          Demonstrate growing ability to review, modify and refine work as it progresses          Use key words and correct terminology.          Can evaluate work, drawing together all of the influences and</p>	
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					explain the development and decisions independently.	
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