



The curriculum for this stage of students' education has been designed to be inclusive for all. To build on the knowledge gained in KS2 where students should have produced creative work becoming increasingly proficient in drawing, painting, and sculpture. The aim is to increase their skill in the handling of different media and their confidence to develop their own ideas and style; to extend their range subject specific vocabulary and enable them to competently analyse and evaluate their own work, and that of others, in order to observe closely, think critically and discuss respectfully. Students will also acquire skills that can be applied to cross-curricular topics, allowing them to reflect on and explore topics in greater depth. This should foster a love of the arts and its application across the whole curriculum.

<p>HALF TERM 1: COLOUR THEORY</p> <p>Students will learn how to mix and apply colour correctly using a range of media.</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • how to create a name sheet using pencil tones and textures • colour theory - primary, secondary, tertiary colours and how to mix them; understand complimentary and harmonious colour combinations. • how to use coloured pencil, paint, ink and dyes to create shades, tones, tints. • subject specific vocabulary relating to colour. <p>HOW THIS WILL BE ASSESSED:</p> <p>Formal assessment based on experiments with colour (pencil and paint colour wheels and concertina booklet containing experiments with different media).</p> <p>Self and peer assessment opportunities and informal verbal feedback.</p>	<p>HALF TERM 2: COLOUR THEORY</p> <p>"The painting is the prayer"</p> <p>Using Buddhist, Hindu and Catholic mandalas, along with the art work of Sonia Delaunay, Beatriz Milhazes and Hildegard de Bergen students will create mixed media pattern pieces.</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • how to select, analyse and evaluate appropriate source material and images to influence the development of their work. • how to create coloured papers for collage, create prints using transfer and press print. • how to simplify the images and patterns to create a mixed media design. <p>HOW THIS WILL BE ASSESSED:</p> <p>Formal assessment based on experiments with colour; final mixed media piece. Self and peer assessment opportunities and informal verbal feedback.</p>	<p>HALF TERM 3: SWEETS</p> <p>This topic will begin with accurate, tonal observed studies to build students confidence. They will then develop these images into a small final painting in the style of an artist.</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • how to produce accurate, tonal observed studies of sweets and lollipops using various media such as pencil, pen, coloured pencil. • how to analyse and evaluate relevant sweet art work by artists such as Andy Warhol, Sarah Graham and/or Soon Y Warren. <p>HOW THIS WILL BE ASSESSED:</p> <p>Formal assessment based on observational drawing skills (drawings of sweets/lollies using pencil, coloured pencil and pen); written analysis of artists using relevant subject specific vocabulary (Sarah Graham). Self and peer assessment opportunities and informal verbal feedback.</p>
<p>HALF TERM 4: SWEETS</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • how to photograph sweets to create interesting compositions using mirrors. • how to use ICT (Paint/Word) to create Pop Art style repeat designs inspired by the work of Andy Warhol. *DEPENDING ON ICT FACILITIES BEING AVAILABLE. • how to create a final watercolour painting inspired by the work of Sarah Graham and/or Soon Y Warren <p>HOW THIS WILL BE ASSESSED:</p> <p>Formal assessment based on written analysis of artists using relevant subject specific vocabulary; final painting.</p> <p>Self and peer assessment opportunities and informal verbal feedback.</p>	<p>HALF TERM 5: BIRDS</p> <p>Birds are a symbolic in many cultures and have appeared in all genres of art. Using birds as a starting point, the focus will be drawing and exploring different media/techniques to create artist inspired pieces.</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • how to produce accurate observed drawings of feathers and birds using a range of media such as pencil, pen, coloured pencil, sgraffito. • how to analyse and evaluate relevant art work by artists such as Anne Kelly. <p>HOW THIS WILL BE ASSESSED:</p> <p>Formal assessment based on observational drawing skills (drawings of birds/feathers using pencil, coloured pencil and pen); written analysis of artists using relevant subject specific vocabulary (Lynette Shelley).</p> <p>Self and peer assessment opportunities, informal verbal feedback.</p>	<p>HALF TERM 6: BIRDS</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • how to create prints using carbon paper • the health and safety factors when working with hand stitching, sewing machines and fabric dye • how to dye fabric – dip and tie dye • how to create applique and hand stitch a bird design • how to use the sewing machine to add texture to the background • possible clay bird whistle if time allows <p>HOW THIS WILL BE ASSESSED:</p> <p>Formal assessment based on experiments with print and clay. Self and peer assessment opportunities and informal verbal feedback.</p>

Embedding this knowledge can be supported at home by encouraging them to be creative – make visual diaries, take artistic photographs and practice the skills we are learning in class, visiting museums, exhibits, festivals, and free public events to encourage artistic growth and develop art appreciation and going online to enjoy art via the Google Art Project or museum and cultural institution websites.

Reading: Selected, differentiated text for each artist; <https://www.bbc.co.uk/bitesize/guides/z9bbk2p/revision/1> <https://www.artfactory.com/art-appreciation.html>
https://www.artfactory.com/art_appreciation/timelines/art_history_timelines.htm

