

## St Mark's All-Through Curriculum Map for Art and Design (KS1 – 3)

|   | Autumn   | Spring  | Summer   |   |   |
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|   | The foundations of our art curriculum are developed in year R to ensure that the children are well prepared for year 1. In year R, art and design skills are explicitly taught to the children; they are also given opportunities to apply these through their play.   |   |  |   |   |
| EYFS  | <b><u>Year R Art and Design Foundations</u></b><br><b>Drawing</b> <ul style="list-style-type: none"> <li>• Can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> </ul> <b>Painting</b> <ul style="list-style-type: none"> <li>• Name and know the difference between colours and explore what happens when colours are mixed.</li> </ul> <b>Mixed Media</b> <ul style="list-style-type: none"> <li>• Children explore what happens to textures when they put different materials together, creating their own representations.</li> </ul> <b>Printing</b> <ul style="list-style-type: none"> <li>• Experiment with printing blocks to make patterns</li> </ul> |   |  |   |   |
|   | <b>Early Learning Goal: Creating with Materials</b><br><br>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br><br>-Share their creations, explaining the process they have used.<br><br>Make use of props and materials when role playing characters in narratives and stories.  |   |  |   |   |
|   | <b>Half Termly Milestones for Art and Design</b>   |   |  |   |   |
|   | <b>Autumn 1</b>  | <b>Autumn 2</b>   | <b>Spring 1</b>  | <b>Spring 2</b>   | <b>Summer 1</b>   |
| Can draw lines and circles using chunky pencils, fat brushes, wax crayons, poster paints.<br><br>Be able to name, sort and compare colours. | Create <b>closed shapes with continuous lines</b> , and begin to use these shapes to represent objects using chunky pencils, fat brushes, wax crayons, poster paints.  | Create closed shapes with continuous lines, progress to felt tips, thinner brushes, pencils, oil pastels, powder paint.<br><br>Be able to mix colours and refine with support e.g. making a desired colour. | Draw with increasing complexity and detail such as representing a face with a circle and adding details.<br><br>Show different emotions in their | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. |



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|  |  | Be able to Identify the primary colours and use paint to mix. |  | <p>drawings e.g. happiness, sadness, fear etc.</p> <p>Develop mixing skills to match colours they see and want to represent.</p> | <p>-Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> | <p>-Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> |
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**Year 1**

**Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).**

| <b>Year 1</b> | <b>Autumn Year 1</b>  | <b>Spring Year 1</b>           | <b>Summer Year 1</b>           |
|---------------|---|--------------------------------|--------------------------------|
|               | <p><b><u>1.1 Autumn 1: Drawing – Still Life (bears)</u></b></p> <p>Link to Year R prior learning - create <b>closed shapes with continuous lines</b>, and begin to use these shapes to represent objects.</p> <p>-Understand the basic use of a sketchbook and use it to share ideas and imagination.</p> <p>- Can hold and use drawing tools such as pencils, crayons, colouring pencils and felt tips, using them with some dexterity and control to represent their observations with clear outlines</p> <p>-shading/colouring - children can colour shapes and figures accurately using even diagonal or horizontal strokes with no gaps</p> <p>Future Learning: 2.2, 3.1, 4.2, 5.2, 6.1, 6.3</p> | <p><b><u>Spring 1:</u></b></p> | <p><b><u>Summer 1:</u></b></p> |

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|  | <b><u>Autumn 2</u></b>  | <p><b><u>1.2 Spring 2: Painting – Landscapes – Significant Artist MONET</u></b></p> <p>Link to Year R prior learning - be able to Identify the primary colours and use paint to mix. Develop mixing skills to match colours they see and want to represent.</p> <p>-Explore different Monet pieces and describe the similarities and differences between them</p> <p>-To know all primary colours and start to experiment with mixing for secondary to convey a mood</p> <p>-select different brush sizes and types to explore and make marks of different thicknesses and using wet and dry paintbrush techniques for a particular effect</p> <p>-Discuss their own work in comparison to the work of Monet</p> <p>Future Learning: 2.1, 3.2, 5.1, 6.2</p> | <p><b><u>1.3 Summer 2: Printing – African Animal Prints</u></b></p> <p>Year R prior learning – pattern printing (AB, ABB etc).</p> <p>-Can explore and create patterns and textures with a range of materials (design and make own printing block)</p> <p>-Can print by marking onto ink block controlling line or tone using tools or pressure</p> <p>-can repeat a pattern randomly, placed or tiled in a grid with the same or a range of blocks</p> <p>Future Learning: 4.1</p> |
| <b>Year 2</b>  |                         |   |   |
| <b>Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).</b> |                         |   |   |
|  | <b>Autumn Year 2</b>    | <b>Spring Year 2</b>  | <b>Summer Year 2</b>  |
| <b>Year 2</b>  | <b><u>Autumn 1:</u></b> | <p><b><u>2.2 Spring 1: Drawing – Significant Artist – LOWRY – Street scenes.</u></b></p> <p>-Explore different Lowry pieces and describe the similarities and differences between them</p> <p>-Explore the differences and similarities between the work of Lowry and Monet</p> <p>-can draw carefully in line from observation, recording shapes and positioning all marks/features with some care.</p>  | <b><u>Summer 1:</u></b>   |



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|   |  | <p>-Review shading accurately from year 1 using even diagonal or horizontal strokes with no gaps (Year 1.1 Knowledge Organiser).</p> <p>-Explore and create different tones for light and dark tones, colour and features when applying different pressures through shading.</p> <p>- Discuss their own work in comparison to the work of Lowry</p> <p>Future Learning: 2.1, 3.1, 4.2, 5.2, 6.1, 6.3, 7.1</p> |   |
|   | <p><b><u>2.1 Autumn 2: Painting – Fire Silhouettes from London Panoramic</u></b></p> <p>Review and re-visit primary colours and mixing for secondary (1.2).</p> <p>-select different brush sizes and types to explore and make marks of different thicknesses and using wet and dry paintbrush techniques for a particular effect</p> <p>-Choose appropriate primary paints to mix for secondary colours to suit purpose (fire landscape).</p> <p>- Choose appropriate brushes, brush strokes (smooth - horizontal, vertical or angled) and size of stroke to suit purpose.</p> <p>Future Learning: 3.2, 5.1, 6.2, 7.2</p> | <p><b><u>Spring 2:</u></b></p>  | <p><b><u>2.3: Summer 2: Sculpture: Sea Creatures</u></b></p> <p>-Manipulate clay for a variety of purposes: rolling, squeezing, pulling and pinching, carving details, smoothing, creating holes, joining pieces together.</p> <p>-Design a model that uses the taught skills</p> <p>-Construct a simple clay model that demonstrates the taught skills</p> <p>-Understand the safety and basic care of materials and tools</p> <p>Future Learning: 3.3, 5.3, 7.2</p> |
| <p><b>Year 3</b></p>  |  |   |   |
| <p><b>Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).</b></p> |  |   |   |



| Year 3   | <u>Autumn 1:</u>  | <u>Spring 1:</u>   | <u>Summer 1:</u>   |
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|  | <p><b><u>3.1 Autumn 2: Drawing – Significant Artist WILLIAM MORRIS</u></b></p> <p>-Use sketchbooks to review and revisit previously taught artists (Monet and Lowry) How is Morris different? Likes and dislikes.</p> <p>-Review drawing techniques from year 1 and 2 (1.1) - shading accurately using even diagonal or horizontal strokes with no gaps.</p> <p>-Explore and create different tones for light and dark tones, colour and features when applying different pressures through shading (2.2).</p> <p>-Can use a range of drawing tools with control and dexterity</p> <p>-Develop a range of tones using a pencil and a variety of drawing techniques such as: <b>hatching, scribbling, stippling, and blending</b> to create light/ dark lines.</p> <p>-Use sketchbook to express likes and dislikes about the final piece.</p> <p><b>TEACH THESE TECHNIQUES EXPLICITLY AND RECORD IN SKETCHBOOK FOR REVIEW AND REVISIT</b></p> <p>Future Learning: 4.2, 5.2, 6.1, 6.3, 7.1</p> | <p><b><u>3.2 Spring 2: Painting – Still Life (Plants and Trees – Van Gogh)</u></b></p> <p>- to use sketch books to review and revisit ideas of previously studied artists - what makes Van Gogh different?</p> <p>-can use and mix primary and secondary colours with the addition of <b>black and white and other hues (colour wheel work)</b></p> <p>-Can understand how artists use <b>warm and cool colours</b> using this when mixing paint to express mood in a work</p> <p>Review: <b>smooth - horizontal, vertical or angled brush strokes (2.1)</b></p> <p><b>To add <b>flowing/semi-circular brush strokes</b> to those previously learnt to emulate the style of Van Gogh</b></p> <p>- Use sketchbooks to <b>record</b> their observations and <b>evaluate</b>, suggesting how they can develop their work further.</p> <p>Future Learning: 5.1, 6.2, 7.2</p> | <p><b><u>3.3 Summer 2: Sculpture: Mod Rock Mummies</u></b></p> <p>-Can design a 3D form as a maquette that can be imagined on a larger scale</p> <p>-Review year 2 (2.3) clay techniques: <b>rolling, squeezing, pulling and pinching, carving details, smoothing, creating holes, joining pieces together.</b></p> <p>-Consider how these can be applied to mod rock.</p> <p>-Construct a <b>structure</b> to form the basis of the sculpture and understand the purpose of this (wire or paper base)</p> <p>-Build in mod rock a functional form using 2 to 3 building techniques and some surface decoration</p> <p>Future Learning: 5.3, 7.2</p> |
| <b>Year 4</b>  |   |  |  |
| <b>Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).</b> |   |  |  |



| Year 4   | <u>Autumn 1:</u>  | <u>Spring 1:</u>        | <u>Summer 1:</u>   |
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|  | <p><b>4.1 Autumn 2: Printing – Significant Artist ANDY WARHOL</b></p> <ul style="list-style-type: none"> <li>-Use sketchbooks to Review and re-visit artists studied so far. Lowry, Monet, Morris, Van Gogh - what makes Andy Warhol different? What do we like/dislike about his work?</li> <li>- Use observational techniques to draw finer details of facial features.</li> <li>- design a complex pattern made up of two or more facial motives and print a tiled version through Monoprinting.</li> <li>-Can explore colour mixing through printing, using two contrasting colours in the style of Andy Warhol</li> <li>- Use of sketchbook to compare own design and pattern making with that of well-known designers or familiar patterns.</li> <li>- Future Learning: 7.3, 7.6</li> </ul> | <p><u>Spring 2:</u></p> | <p><b>4.2 Summer 2: Drawing: Buildings</b></p> <ul style="list-style-type: none"> <li>-Use sketch books to record observations and use them to review and revisit ideas</li> <li>-Can draw in line with care and in scale, applying rules of simple perspective.</li> <li>- Develop a range of tone using a range of HB pencils and use a variety of drawing techniques: use sketchbook to revise and revisit - year 3 drawing skills - hatching, scribbling, stippling, and blending to create light/ dark lines (3.1).</li> <li>Introduce cross - hatching and use to represent tone of shadows</li> </ul> <p>Future Learning: 5.2, 6.1, 6.3, 7.1, 8.1</p> |
| <b>Year 5</b>  |   |                         |  |
| <b>Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).</b> |   |                         |  |

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| <p><b>Year 5</b></p> | <p><b>Autumn 1:</b></p> | <p><b>Spring 1:</b></p>  | <p><b>5.2 Summer 1: Drawing – Portraying Relationships</b></p> <ul style="list-style-type: none"> <li>-Select, use and manipulate appropriate drawing tools using them with control and dexterity to accurately represent from observation.</li> <li>-Select appropriate techniques from those already taught to achieve a specific outcome. such as: <b>hatching, scribbling, stippling, cross hatching and blending (3.1 and 4.2)</b> to create light/dark lines.</li> <li>-plan and complete <b>extended sets of drawings</b> in sketchbook, <b>adapting and refining</b> their work, to plan and produce a final piece.</li> </ul> <p>Future Learning: 6.1, 6.3, 7.1</p>  |
|                      | <p><b>Autumn 2:</b></p> | <p><b>5.1 Spring 2: Painting: River Water Colours – significant artist HOKUSAI</b></p> <ul style="list-style-type: none"> <li>-Use sketchbooks to revisit and review work of artists studied so far. Monet, Lowry, Morris, Van Gogh, Andy Warhol)</li> <li><b>What makes Hokusai different?</b> Are there any <b>cultural differences?</b> How can these be seen in his artwork?</li> <li>-Review of key stage one and year 3 paint strokes (<b>horizontal, vertical, angled and flowing/semi-circular (2.1 and 3.2)</b>)</li> <li>-Create different effects by using a variety of tools and techniques, such as <b>dots, scratches and splashes and applying paint in layers.</b></li> <li>-Can <b>plan/paint symbols, forms, shapes and composition</b> when exploring work of other artists and <b>cultures</b> informing their painting</li> </ul> | <p><b>5.3 Summer 2: Sculpture: Greek Pottery (clay)</b></p> <ul style="list-style-type: none"> <li>-use a <b>study of 3D work from the Greek culture</b> to develop their own response through models, experimentation and design stage</li> <li>-Revise building skills from years 2 (2.3) and 3 (3.3): <b>rolling, squeezing, pulling and pinching, carving details, smoothing, creating holes, joining pieces together</b> and make imaginative use of the knowledge they have acquired of tools, techniques and materials to <b>express own ideas and feelings.</b></li> <li><b>Embellishment</b></li> <li>-Explore and express form, pattern, shape texture and colour of Greek pottery</li> </ul> <p>Future Learning: 7.2</p> |



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|  |   | Future Learning: 6.2, 7.2  |  |
| <b>Year 6</b>  |   |  |  |
| <b>Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).</b> |   |  |  |
| <b>Year 6</b>  | <p><b><u>6.1 Autumn 1: Drawing – portraits of Amazon Tribe Members</u></b></p> <ul style="list-style-type: none"> <li>-Use of sketch book to revisit and review facial drawing techniques from year 4 (printing 4.1) and year 5 (drawing 5.2).</li> <li>- create more detailed proportions and close up expressions in portraits</li> <li>- confidently and strongly uses charcoal/pastels in response to light and dark, shadows and well-lit areas:</li> <li>-Select appropriate techniques that can be used with different tools, to achieve a specific outcome. such as: hatching, scribbling, stippling, cross hatching blending to create light/dark lines</li> </ul> <p>This unit allows students to select and apply the explicit skills they have been taught in drawing units across key stage 2.</p> <p>Future Learning: Forward Links to 7.3, 8.2</p> | <p><b><u>6.2 Spring 1: Painting – Silhouette painting (scenes representing the trauma of war.</u></b></p> <ul style="list-style-type: none"> <li>-Identify artists who have worked in a similar way to their own work</li> <li>- Use photographs and media to inspire art.</li> <li>-Can choose and select different methods to apply colour using a variety of tools and techniques to express mood or emotion.</li> </ul> <p>Revisit all brush strokes covered in the curriculum: (horizontal, vertical, angled and flowing/semi-circular) dots, scratches and splashes and applying paint in layers.</p> <ul style="list-style-type: none"> <li>-Apply a wide variety of ways to make different marks with dry and wet media.</li> <li>-Develop ideas using different or mixed media, using a sketchbook</li> </ul> <p>This unit allows students to select and apply the explicit skills they have been taught in painting units across key stage 2.</p> <p>Future Learning: Forward Links to 7.2</p> | <p><b><u>Summer 1:</u></b></p>   |
|  | <b><u>Autumn 2:</u></b>   | <b><u>Spring 2:</u></b>  | <b><u>6.3 Summer 2: Mixed Media – Fashion designers in history (application of skills)</u></b> |





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|                      |  |   | <p>-Explore the work of fashion designers and experiment with different styles that they have used.</p> <p>-Use of sketchbooks to combine graphics and text-based research of commercial design. Can annotate a work of art to record ideas and emotions using this to inform design ideas and thumbnail drawings/designs.</p> <p>-Designing an outfit - application of drawing skills: Select appropriate techniques from those already taught to achieve a specific outcome. such as: hatching, scribbling, stippling, cross hatching, blending</p> <p>This unit allows students to select and apply the explicit skills they have been taught in painting units across key stage 2.</p> <p>Future Learning: Forward Links to 7.1</p> |
| <p><b>Year 7</b></p> |  |   |   |
| <p><b>Year 7</b></p> | <p style="text-align: center;"><b>Year 7 Autumn 1</b></p> <p style="text-align: center;"><b><u>7.1 Natural Forms: Formal Elements and Medias</u></b></p> <p>Students are introduced to the formal elements in art through natural forms, understanding the importance of these, while exploring the use of media.</p> <p><b>Developing Ideas:</b> Exploring the work of the artist Georgia O’Keeffe and how colour is used, using analysis skills, responding to this.</p> <p><b>Refining and exploring:</b> Refining skills in using the media of pencil, using these to create variations of tone and blending (review and re-visit KS2 3.1, 4.2, 5.2, 6.1, 6.3). Develop understanding and use of:</p> <ul style="list-style-type: none"> <li>- Contour, Continuous and blind contour lines</li> <li>- Highlights, mid-tones, tonal scales and shadows</li> </ul> | <p style="text-align: center;"><b>Year 7 Spring 1</b></p> <p style="text-align: center;"><b><u>7.3 Pop Art, exploring and understanding the art movement</u></b></p> <p><b>Developing ideas:</b> Exploring the work of the Pop artist, developing an understanding of Andy Warhol’s work (4.1) and the pop art movement using analysis skills (understand colour used, subject matter and media used) knowing how they work in a similar style.</p> <p>Respond to the work of Andy Warhol and his everyday objects such as bananas.</p> <p><b>Refining and exploring:</b> Refining skills in using watercolour paint (such as wet on wet, dry brushing), building on colour theory showing an understanding of warm and cool colours.</p> | <p style="text-align: center;"><b>Year 7 Summer 1</b></p> <p style="text-align: center;"><b><u>7.5 Exploring pencil, pen, and paint through the theme of Bugs.</u></b></p> <p><b>Developing ideas:</b> Looking at the work of Victoria Horkan and how tone (with a focus on tones of colour) has been used in her work.</p> <p>Examine mark making and the techniques of using a pen to do this. (7.1 Looking back at how mark making was used in pencil and how these techniques can be used with a pen).</p> <p><b>Refining and exploring:</b> Using the media of pen and graded pencils to build on skills in observational drawing (7.1, 7.3, 7.4 focusing on achieving a range of tones and use of line).</p>                      |

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|  | <p>- the technique of optical mixing.</p> <p><b>Recording:</b> Creating observational drawings from <b>primary and secondary sources</b> (Links to 3.2, 4.2, 5.2, 6.1). Recording thought processes and being able to evaluate work. <b>Re-visit and review the use of a sketch book and presentation.</b></p> <p><b>Presenting personal responses:</b> Developing their own ideas in response to the theme.</p> <p>Future Learning: Forward links to all units (creating observational drawings, focusing on shape, form, composition, tone and colour, using the correct vocabulary when writing about their own and others work).</p>   | <p><b>Recording:</b> Planning ideas (<b>selecting and rejecting ideas</b>), <b>creating observational drawings, using skills learnt previously (7.1)</b> from a secondary source.</p> <p>Evaluating work (<b>use the skills of WHSD</b>).</p> <p><b>Presenting personal responses: Using skills from 7.2 creating a response to reflect their understanding of the artist's work.</b></p> <p>Future Learning: Forward links to in depth analysis in 8.1, 8.3, 8.5. Creating observational drawings 8.1</p>  | <p>Using acrylic paint showing the use of mark making to show texture (<b>Exploring the qualities of paint and colour mixing, Using tools effectively to create texture</b>).</p> <p>Learn the technique of impasto painting as well as the properties of the paint.</p> <p><b>Recording:</b> Recording observations through the various media (<b>pen techniques</b>). Evaluating work.</p> <p><b>Presenting personal responses:</b> Creating 2D responses that build on skills.</p> <p>Future Learning: Forward links to using colour and mark making as well as using the media of pen 8.1, 8.2</p> |
| <p><b>Year 7 Autumn 2</b></p> <p><b><u>7.2 Natural Forms: Formal Elements and Medias (Continuing in developing use of media such as clay and paint).</u></b></p> <p>Students develop skills in both 2D and 3D media and build their confidence in the various techniques, reviewing <b>colour elements from 7.1 (colour theory, shape and form, pattern and composition)</b>.</p> <p>Using paintbrushes to explore mark making and painting techniques (6.2, 5.1, 3.2).</p> <p>- Review sculpting skills from KS2 (rolling, squeezing, pulling, pinching, carving, smoothing, creating holes and joining (5.3, 2.3).</p> <p><b>Developing Ideas:</b> Building on their understanding of artist work including the <b>meaning of texture and how to show this in sculpture.</b></p> <p><b>Refining and exploring:</b> Focusing on the media of paint and clay and the techniques associated. Learn how to:</p> <p>-Use sculpting skills (<b>including the use of scrim for attachments</b>) to explore, form, pattern, texture, composition.</p> <p>- Develop and demonstrate skills in understanding colour, texture and composition when using acrylic paint, using</p> | <p><b>Year 7 Spring 2</b></p> <p><b><u>7.4 Pop Art, exploring and understanding the art movement (Continued)</u></b></p> <p><b>Developing ideas:</b> Using their understanding of the Pop art movement and <b>using the work of Roy Lichtenstein as an influence in their own Pop art trainer design</b> <b>Identifying and using the primary colours.</b></p> <p><b>Refining and exploring: Using the media of pencil (7.1) and felt tip</b></p> <p><b>Recording:</b> Creating designs and selecting and rejecting (<b>7.3</b>). Using observational drawing skills in the design (<b>7.1, 7.3</b>) and making process.</p> <p>Evaluating work (<b>7.3</b>).</p> <p><b>Presenting personal responses: Creating an outcome for the theme which reflects their understanding of both the key features of the art movement as well as an artist's work.</b></p> <p>Future Learning: Forward links to in depth analysis in 8.1, 8.3, 8.5. Creating observational drawings 8.1</p> | <p><b>Year 7 Summer 1</b></p> <p><b><u>7.6 Developing 3D and printing skills using various materials.</u></b></p> <p>Exploring and expressing form. <b>Developing ideas using mixed media.</b></p> <p><b>Developing ideas: Looking at a sculptural artist as inspiration for development of own ideas.</b> Using analysis skills.</p> <p><b>Refining and exploring:</b> Using line (<b>7.1 contour line, continuous line</b>) to simplify shapes.</p> <p>Know how to then transform these designs into a wire sculpture. Use a range of media to develop these further, such as collage sections and wool and threads.</p> <p>Looking at them using lines in print on multiple surfaces.</p> <p><b>Recording:</b> Creating designs (<b>7.3 selecting and rejecting</b>) and evaluating these.</p> <p><b>Presenting personal responses:</b> Creating final outcomes that reflect their understanding of both 2D and 3D media.</p> <p>Future Learning: Forward links to using mixed media and developing 3D pieces 8.1, 8.4</p> |  |



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|  | <p>paintbrushes and other tools to explore marks considering the paint's properties.</p> <p><b>Recording:</b> Planning and selecting appropriate ideas and evaluating these.</p> <p><b>Presenting personal responses:</b> Creating a response to the theme in both 2D and 3D media.</p> <p>Future Learning: Forward links to know the various techniques in using clay such as how to attach pieces to be used in future clay work in the summer term (7.6).</p> |  |  |
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| <b>Year 8</b> |  |  |  |
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| <b>Year 8 Autumn 1</b>  | <b>Year 8 Spring 1</b>  | <b>Year 8 Summer 1</b>   |
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| <p style="text-align: center;"><b><u>8.1 Urban Landscapes</u></b></p> <p>Students are Introduced to two types of perspective drawing - one and two points. They will focus on using their surroundings as a source of inspiration and the media of pen and pencil.</p> <p><b>Developing Ideas:</b> Looking at how artists incorporate text into their work to make it more personal and using their analytical skills to explore other artists' work. (7.1, 7.3)</p> <p><b>Refining and exploring:</b> Using the media of pencil and pen to focus on line and composition. (7.5) Building on their skills of using the formal elements. (7.1)</p> <p><b>Recording:</b> Using observational drawing skills and understanding of perspective (one and two point) to explore their local surroundings. (4.6, 7.1, 7.3, 7.5)</p> <p style="text-align: center;"><b>Drawing from direct observation of buildings as well as secondary sources of the local area.</b></p> <p><b>Presenting personal responses:</b> Developing their own ideas in response to the theme (7.6), making them more personal and meaningful.</p> <p>Future Learning: Forward links to using mixed media 8.5, 8.6 as well as the use of fonts to convey a message 9.2, 9.6.</p> | <p style="text-align: center;"><b><u>8.3 Under the Sea: Zentangle patterns</u></b></p> <p>Students will explore the formal element of pattern to create a piece in response to an artist. This will also be reflected in 3D work using clay in spring 2.</p> <p><b>Developing ideas:</b> Exploring and analysing the work of Rachel Wilson and how she uses patterns in her work to create intricate designs. (7.1)</p> <p><b>Refining and exploring:</b> Continue with exploring the media of pen (fineliner) as well as felt tip and small amounts of collage to add depth to a piece. (7.5)</p> <p><b>Recording:</b> Exploring pattern, to develop and show their understanding. Using a secondary source to develop ideas.</p> <p><b>Presenting personal responses:</b> Creating a personal response to the theme of zentangle pattern which also reflects their understanding of the artist's work. (7.1-7.6) (8.1, 8.2)</p> <p>Future Learning: Forward links to using pattern and collage in their work to add depth 9.1</p> | <p style="text-align: center;"><b><u>8.5 Sweet Tooth: Enlarging to scale, media techniques</u></b></p> <p><b>Developing ideas:</b> Analysing the work of the artist Sarah Graham and using images from a secondary source. (7.1-8.4)</p> <p><b>Refining and exploring:</b> Exploring techniques and applying their knowledge of the media of pen, colour pencil (7.1, 7.3, 7.5, 8.1)</p> <p><b>Recording:</b> Creating an observational drawing from a secondary source (7.1, 7.3, 8.4) and using a grid to enlarge to scale. Evaluating work as it progresses.</p> <p><b>Presenting personal responses:</b> Developing a large-scale mixed media piece based on the theme.</p> <p>Future Learning: Forward links to large scale paintings 9.4</p> |



| Year 8 Autumn 2   | Year 8 Spring 2   | Year 8 Summer 2   |
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| <p data-bbox="389 261 712 284"><b><u>8.2 Urban Landscapes: Mixed Media</u></b></p> <p data-bbox="206 316 896 416"><b>Developing Ideas:</b> Looking at mixed media artists such as <a href="#">Ian Murphy</a> and <a href="#">John Piper</a> in more depth and <a href="#">exploring their techniques of wax resist</a>, creating layers. Examining the work of <a href="#">Barbara Gilhooly</a> who uses bright bold colours and exploring the formal element of colour. (7.1, 7.4)</p> <p data-bbox="206 443 896 494"><b>Refining and exploring:</b> Exploring techniques associated with the media of oil pastel (6.1) as well as <a href="#">collage</a>. <a href="#">Creating mini 3D pieces using matchboxes</a>.</p> <p data-bbox="266 521 831 544"><a href="#">Learn cutting skills and 'exploding' boxes to develop mini pieces.</a></p> <p data-bbox="206 571 896 622"><b>Recording:</b> Create plans to develop ideas, explaining their ideas. (7.3, 7.6) Use their observational drawings from half term 1 to develop their work.</p> <p data-bbox="206 649 896 726"><b>Presenting personal responses:</b> Creating responses to reflect their understanding of artist work and to make it more personal and meaningful. (8.1)</p> <p data-bbox="286 759 813 782"><a href="#">Future Learning: Forward links to using mixed media 8.5, 8.6</a></p> | <p data-bbox="943 261 1473 284"><b><u>8.4 Under the Sea: 3D work focusing on Pattern and texture</u></b></p> <p data-bbox="952 316 1464 367"><b>Developing ideas:</b> Using inspiration from secondary source images to inspire their designs. Look at ceramic artists.</p> <p data-bbox="943 394 1478 493"><b>Refining and exploring:</b> <a href="#">Exploring the medium of clay and the techniques in more detail</a>. <a href="#">Using paint with a minimum colour palette in various ways e.g. dry paint, dry brushing to create a dramatic effect.</a></p> <p data-bbox="952 520 1473 596"><b>Recording:</b> Create designs and explain ideas, selecting and rejecting ideas (7.3, 7.6). Using secondary source imagery to develop observational drawings. (7.1, 7.3)</p> <p data-bbox="943 624 1478 700"><b>Presenting personal responses:</b> Creating a 3D response to the theme showing their understanding of techniques, pattern and texture. (7.1)</p> <p data-bbox="920 727 1361 750"><a href="#">Future Learning: Forward links to using pattern 9.1</a></p> | <p data-bbox="1632 261 1953 284"><b><u>8.6 Sweet Tooth: Media Techniques</u></b></p> <p data-bbox="1570 316 2022 367"><b>Developing ideas:</b> Using various artists' examples to understand the different media.</p> <p data-bbox="1536 394 2056 470"><b>Refining and exploring:</b> Exploring techniques and applying their knowledge of the media of paint and collage. (7.1, 7.3, 7.5, 8.1)</p> <p data-bbox="1570 497 2022 520"><b>Recording:</b> Review and evaluate as work progresses.</p> <p data-bbox="1536 547 2056 624"><b>Presenting personal responses:</b> A large scale mixed media piece based on the theme.</p> <p data-bbox="1525 651 2018 673"><a href="#">Future Learning: Forward links to large scale painting 9.4</a></p> |