








Art Curriculum Map	
<div>Endeavour Federation Curriculum vision</div> <div></div>	<p>At the Endeavour Federation, we follow an adapted National Curriculum, with wellbeing central to everything we do. We offer a broad and balanced curriculum, with all students having the opportunity to study a range of subjects, following bespoke pathways. The study of these subjects, allows pupils to apply theoretical knowledge to the practical elements of the curriculum.</p> <p>We believe in all our students and have high expectations for their futures. A comprehensive package of both pastoral and learning support, delivered by highly trained staff, allows them to navigate their learning journeys and improve their life outcomes, becoming the best versions of themselves.</p>
<div>Art vision</div> <div></div>	<p>Our vision is to instil enthusiasm, appreciation and love of the visual arts and learning.</p> <p>In addition, our aim is to enrich their awareness and therefore respect for the diverse ways in which individuals express themselves and to inspire our students to learn and foster an enjoyment of art, craft and design.</p>

Careers (CEIAG)	Cultural Capital	Enrichment Opportunities	Preparing for life in modern Britain	Literacy and Communication
				

	Autumn		Spring		Summer	
Ks2 Year 1	Introduction to Art	Stitch characters	Sweets – introduction to printmaking	3d art - clay	Introduction to photography	Painting skills
Ks2 Year 2	Exploring art from other cultures	Wire sculptures	3d Pop Art	Portraiture	Landscapes	Environmental art
Year 7	Pencil skills, mark making & colour theory	Mixed media project	Creating and developing ideas using different media to draw an image	Print making and etching	3D art	Textiles project
Year 8	Painting techniques	Mixed media figures	Alternative Drawing & developing research skills	Print making	3D design	Altered image – textiles
Year 9	Portraiture	Mixed media project	Alternative drawing	Printing – Screen printing	Buildings & architecture	Silk painting – textiles
Year 10	Introduction to GCSE, New project based on food. Exploring assessment objectives and grading matrix. Use of trips and artist workshops to expand project.	Development of project moving towards a sustained outcome, use of artist research and refinement.	Pupils will now be exploring a theme more of their choosing (from a list) and will be aiming to develop their own personal style.	Pupils will begin developing their projects and exploring the work of other artists. They will complete a mock exam of five hours.	Exploring a range of workshops and developing new skills across art practices. Pupils will use their previous theme loosely.	Pupils will start their final project for component one which is under the theme of ‘anatomy’.
Year 11	Pupils will develop the project based on ‘anatomy’. During this half term, they will focus on drawing, experimentation and artist research	Pupils will be developing their project into a final outcome. They will use skills learnt to bring together a relevant final piece.	Pupils will begin their externally set exam preparation, working on assessment objectives and planning for the controlled exam.	Pupils will continue working towards their exam, using lessons to develop ideas, experiment and create a detailed plan of their 10-hour exam.	Pupils will use this time to go back and develop component one of their GCSE. They will be offered workshops to fill in any gaps.	

Ks2 Year 1 Curriculum Planning – Art						
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Weekly focus	Introduction to colour and materials.	Textile characters	Sweets topic.	Kaws 3D	Photography	Painting project
Core Knowledge, Skills and Concepts	Colour theory, basic material use/skills.	Introduction to textiles, materials and stitch techniques.	Using viewfinders, developing observational skills.	Exploring graffiti and clay to respond to key artist.	Introduction to photography.	Developing skills in blending, mixing and responding to the work of others.
  	<ol style="list-style-type: none"><li>1. Introduction to the colour wheel. Successfully analysing colour relationships.</li><li>2. Recreating the colour wheel. Using a wide ranger of materials to create a successful colour wheel.</li><li>3. Complimentary and warm/cool colours. Demonstrate an understanding and use complimentary, warm/cool colours.</li><li>4. Mark making. Understanding and using a range of mark making.</li><li>5. Making mini books. Successfully use binding techniques.</li><li>6. Drawing activities with a range of materials. Effective use of materials when mark making.</li></ol>	<p>Working to a brief.</p> <ol style="list-style-type: none"><li>1. Basic Stitch samples. Use a range of stitch techniques successfully.</li><li>2. Designing characters (pencil drawing). Draw ideas effectively.</li><li>3. Developing ideas. Develop ideas through refinement and selection.</li><li>4. Features on felt. Use felt creatively to create features.</li><li>5. Stitching character. Combine as range of stitch techniques successfully.</li><li>6. Finishing character and design evaluation. Use skills learnt to complete character. Effectively reflect upon work.</li></ol>	<ol style="list-style-type: none"><li>1. Introduction to sweets topic with research activity. Demonstrate effective research skills.</li><li>2. Drawing sweets from observation. Successfully draw from observation, with a focus on line and shape.</li><li>3. Collage. Use successful collage techniques.</li><li>4. Monoprinting. Understand the process of monoprinting.</li><li>5. Development of final piece. Combine techniques to create an outcome.</li><li>6. Complete and reflection. Link own work to the work of others.</li></ol>	<ol style="list-style-type: none"><li>1. Artist research page on Kaws. Understand and discuss the key themes within the artist’s work.</li><li>2. Graffiti lesson. Use elements of graffiti within my work (paint techniques, stencil etc.)</li><li>3. Bubble writing in the style of Kaws. Create consistent and relevant lettering.</li><li>4. Drawing characters. Use drawing skills to create characters which link to KAWS.</li><li>5. Clay characters. Use clay techniques to create a sculpture of the character.</li><li>6. Design your own Kaws. Create a unique and relevant character.</li></ol>	<ol style="list-style-type: none"><li>1. Artist research page on Aida Muluneh. Successfully present ideas on the artist.</li><li>2. Photo day out. Gather visual research using a range of techniques.</li><li>3. Select work and plan colours, design etc. Refine ideas through exploration of colour and composition.</li><li>4. Work over own photos. Use a range of materials to add pattern.</li><li>5. Digital use lesson. Successfully use photoshop/photopea techniques to adapt work.</li><li>6. Create final photo design. Use techniques explored to develop a final outcome.</li></ol>	<ol style="list-style-type: none"><li>1. Intro to painting lesson – looking a types of paints and key artists. Defining and comparing a range of paints/tools/techniques.</li><li>2. Paint exploration mark making lesson. Using a variety of tools to create different marks.</li><li>3. Blending and mixing. Effectively mixing colours.</li><li>4. Key artists research lesson. Demonstrate effective research skills (linking to paint).</li><li>5. Response to artist. Use line and shape well to recreate part of an artist’s work.</li><li>6. Response to artist. Use paint effectively to respond to the work of the artist.</li></ol>
Artists / Topic ideas	Hundertwasser		Sarah Graham, Andy Warhol	KAWS.	Aida Muluneh	

Ks2 Year 2 Curriculum Planning – Art	
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Weekly focus	Art from other cultures.	Exploring 3d materials.	Pop Art	Portraiture	Landscapes	The environment
<p>Core Knowledge, Skills and Concepts</p>  	<p>Exposure to the art world around us. Using new ideas and techniques.</p> <ol style="list-style-type: none"> <li>1. Art from other cultures – analysis lesson. Confidently analyse work from other cultures.</li> <li>2. Egypt – research and respond. Respond using appropriate materials and visual elements.</li> <li>3. Africa – pattern and colour. Successfully recreate patterns.</li> <li>4. Aboriginal art – dot . painting. Use paint effectively to replicate the style.</li> <li>5. Totum poles. Design a successful totem pole using relevant visual elements.</li> <li>6. Evaluation. Successfully reflect on work.</li> </ol>	<p>Using a range of new mediums to explore 3d art.</p> <ol style="list-style-type: none"> <li>1 Introduction to unit – what do we already know? Demonstrate an understanding of 3d art.</li> <li>2 Mini paper sculpture lesson. Confidently manipulate paper to create abstract sculptures.</li> <li>3. Art straws sculpture. Use new materials to explore 3d compositions.</li> <li>4. Looking at key artist. Understanding and replicating the work of others.</li> <li>5. Responding using wire. Use wire with skill to create a relevant sculpture.</li> <li>6. Completion of wire and evaluation.</li> </ol>	<p>Exploring key art movements. Developing 3d skills.</p> <ol style="list-style-type: none"> <li>1. Recap on Pop Art – Claes Oldenburg study. Use relevant colours to recreate work.</li> <li>2. Exploring painting in CO style. Develop painting skills (flat., bold).</li> <li>3. Food lesson – drawing from observation. Demonstrate effective observational skills.</li> <li>4. Developing drawings into clay sculpture. Use clay confidently to create sculpture.</li> <li>5 Clay lesson. Develop work using new techniques.</li> <li>6 Paint clay. Successful use of paint to create a bold, flat colour.</li> </ol>	<p>Using composition to create portraits. Developing drawing.</p> <ol style="list-style-type: none"> <li>1 What is portraiture? Exploring key imagery and artists. Showing an understanding of key themes within portraiture.</li> <li>2. Facial features how to in pencil. Use effective proportion within drawing.</li> <li>3. Portrait in pencil. Demonstrate drawing skills.</li> <li>4. Frida Khalo lesson – drawing. Draw in the style of the artist.</li> <li>5. Adding colour to kahlo inspired portrait. Use paint effectively to create portrait.</li> <li>6. Complete and evaluate. Demonstrate reflection skills to compare own work to the work of others.</li> </ol>	<p>Exploring the world of landscapes. Developing drawing and painting techniques.</p> <ol style="list-style-type: none"> <li>1. What is landscape? Exploring existing work. Demonstrate an understanding of the key themes.</li> <li>2. Bob Ross mini painting tutorial. Successfully follow steps.</li> <li>3. Landscape artists research. Demonstrate effective research skills.</li> <li>4. Watercolour skill lesson. Use watercolours to blend and mix.</li> <li>5. Painting landscape. Successfully use composition to sketch landscape.</li> <li>6 Painting landscape. Use paint with skill.</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction to artist and environmental artwork. Understand what is meant by ‘environmental art’.</li> <li>2. Evaluating the work of AG and exploring materials used. Confidently work with new materials, making links to the work of others.</li> <li>3. Outdoor walk – collecting samples to work from. Collect and collate relevant materials.</li> <li>4. Creating using samples. Use materials to create patterns.</li> <li>5. Outdoor walk – creating work on site then photographing. Demonstrate the ability to create site-specific art using natural/found materials.</li> <li>6. Mounting and evaluating work. Demonstrate selection and curation skills.</li> </ol>
Artists / Topic ideas	Chris Offili	Giometti.	Claes Oldenburg.	Frida Kahlo	Bob Ross.	Andy Goldsworthy


As a result, the model is able to capture the complex, non-linear relationships between the variables, and the results are more reliable and accurate. The model is also able to handle missing data and outliers, which is a common problem in many datasets. The model is also able to handle different types of data, such as categorical and numerical data, which is a common problem in many datasets. The model is also able to handle different types of data, such as categorical and numerical data, which is a common problem in many datasets.

Year 7 Curriculum Planning – Art





	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Weekly focus	Pencil skills/ mark making	Mixed media piece	Alternative drawing with wire, string and tiles.	Print making.	3D Art	Textiles – felt monsters
Core Knowledge, Skills and Concepts	<p>Colour theory</p> <ol style="list-style-type: none"> <li>1. Basic pencil skills – Understanding how to use HB, 2B and 4B pencils effectively.</li> <li>2. Shading and mark making techniques. Effectively producing a range of marks using different mediums.</li> <li>3. Blending pencil tones – shapes, observational drawing. Demonstrating observation skills through use of tone.</li> <li>4. Primary and Secondary colours. Blending Primary colours to make Secondary. Successfully using the colour wheel.</li> <li>5. Mixing colours – Paints and watercolours. Mixing a range of colours effectively.</li> <li>6. Complementary and Harmonious colours. Understanding a range of colour relationships.</li> <li>7. Mixing Primary and Secondary colours to make tertiary. Demonstrating a range of tertiary colours.</li> </ol>	<p>Wax resist, painting and creating a basic stencil shape.</p> <ol style="list-style-type: none"> <li>1. Introduction to new topic and artists. Analysing/Understanding the work of others).</li> <li>2. Using drawing skills to create a design.</li> <li>3. Demonstrating reflection skills to improve a design.</li> <li>4. Introduction to wax resist. Using wax safely and effectively, creating a range of textures and marks.</li> <li>5. Cutting stencils – using knife with skill and safety.</li> <li>6. Printing design using stencils – using rollers and ink with proficiency.</li> <li>7. Adding paint to design – Using paint effectively to develop a piece of work.</li> </ol> <p>Project evaluation.</p>	<p>Creating and developing ideas.</p> <p>Using different media to draw an image.</p> <ol style="list-style-type: none"> <li>1. Introduction to project, artist research, developing ideas – Demonstrating effective research and analysis skills.</li> <li>2. Beginning to experiment with new media – using wire and string with creativity to create shapes.</li> <li>3. Alternative drawing development. – Using a mix of mediums to create a variety of textures.</li> <li>4. Alternative drawing development – Effectively reflecting and annotating work.</li> <li>5. Continuing to add detail to work. Refining ideas and selecting appropriate details.</li> <li>6. Finalising designs. Evaluating work produced during the project. Showing an understanding of how to evaluate and reflect.</li> </ol>	<p>Creating a series of poly print images.</p> <p>Etching own designs.</p> <ol style="list-style-type: none"> <li>1. What is poly/ mono printing? Experimenting with monoprint and polyprint techniques and processes effectively.</li> <li>2. Drawing designs. Using printing skills to generate designs.</li> <li>3. Etching poly print designs. Effective and relevant design ideas.</li> <li>4. Print. Demonstrating successful printing techniques/skills.</li> <li>5. Layer prints. Demonstrating layering techniques within print.</li> <li>6. Finalise prints. Project evaluation. Refining and selecting work appropriately.</li> </ol>	<p>Exploring 3D concepts</p> <p>Using a variety of materials to cut shapes</p> <ol style="list-style-type: none"> <li>1. Artist research and introduction to working in a 3D space. Understand the key themes, processes and techniques chosen artist uses.</li> <li>2. Experimenting with materials/ how to attach. Explore attach techniques and materials for success.</li> <li>3. Finalising designs with annotations. Using artist influence to create a new design.</li> <li>4. Starting to use 3D materials to sculpt/ construct design. Use materials to create 3d forms effectively.</li> <li>5. Continuing to construct/ sculpt. Use materials to create 3d forms effectively.</li> <li>6. Finalising 3D sculpture. Project evaluation. Refining and selecting work appropriately.</li> </ol>	<p>Exploring design and textiles. Using new stitch techniques.</p> <ol style="list-style-type: none"> <li>1. Stitch techniques – running, backstitch, basting, whip effectively.</li> <li>2. Design ideas – monster design including colours, stitches and features. Using drawing techniques to create relevant designs.</li> <li>3. Design sheet finalised with annotations – reasons why one thing works better than another. Refining ideas and using appropriate selection.</li> <li>4. Pattern cutting and embellishment stitching – Cutting patterns effectively, selecting appropriate materials for embellishment.</li> <li>5. Wadding – evenly wadding the arms, legs and body.</li> <li>6. Stitching around edges – stitch of choice – why? Selecting appropriate stitch techniques.</li> <li>7. Final touches, photograph and evaluate. Using a camera with skill to showcase work.</li> </ol>
Artists / Topic ideas		Cubism	Antoni Gaudi – Tiled designs	Poly print insects – repeated patterns	Claes Oldenburg - Paper Mache food sculpture	Felt monsters



Year 9 Curriculum Planning – Art						
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Weekly focus  Core Knowledge, Skills and Concepts    	Portraiture  Key elements of portraiture  Developing composition and tonal skills  Understanding the work of key artists who work with portraiture  1. Introduction to portraiture – proportions etc Using techniques to create well-proportioned features. 2. Feature drawings using tone with pencils. Using effective tone to create shape within features. 3. Looking at key artists who work with portraiture. Using a variety of styles within work. 4. Responding to the artist. Using pattern and colour in the style of artist. 5. Creating a self-portrait. Using drawing skills to create a well-proportioned portrait. 6. Developing ideas in the style of the artist. Using paint effectively to create relevant patterns. 7. Final outcome. Creating detail successfully using pen.	Mixed media  Increasing skills of creative experimentation  Using a selective but wide range of relevant materials  Looking at key artists who work with mixed media in a variety of contexts – political, environmental etc.  1. Introduction to key theme/artist Create a mood board using composition well. 2. Response samples using a range of mediums Using newspaper and magazines to create a successful collage. 3. Design idea on response. Creating designs using skills and processes learnt. 4. Use of mixed media. Selecting appropriate materials. 5. development of materials onto piece. Refining work to make improvements. 6. Adding more materials/colour etc. Using layering skills to add depth to work. 7. Final touches and evaluation. Successfully reflecting on work, linking to themes and artists.	Alternative drawing  Using wire to create portraits.  Manipulating wire to create different lines and shapes.  Using a variety of different wires to attach areas.  1. Introduction to artist, themes and techniques. Charcoal study. Using charcoal to create lines and shapes in the style of AG. 2. Experimental drawing using a range of mediums. Using a range of mediums to create organic shapes and lines (graphite/markers/pastels). 3. Using experimental drawings to draw wire shapes. Manipulate wire effectively. 4. Use wire to create a figure. Use wire and tools to successfully create a figure-like shape. 5. Photograph wire sculpture using light and dark – Use a camera effectively to create abstract images. 6. Mount images and figure together. Evaluate. Demonstrate curation and selection skills.	Printing – Stencil printing  Increasing proficiency in printing techniques.  Developing a series of layers to print.  Developing cutting skills.  Increasing proficiency in drawing and cutting skills.  1. Introduction to artists who use stencils and technique. Reflecting on the work of others. 2. Experimenting with technique. Using cutting techniques successfully to create lines and shapes. 3. Drawing design and cutting. Developing a personal design inspired by the work of others. 4. Finishing cutting. Demonstrating safe and confident cutting skills to create a negative stencil. 5. Printing stencil. Project evaluation. Using skills learnt to create effective outcomes which link to artists.	Building/architecture  Understanding what architecture is.  Using key materials to produce a 3d structure  Developing design ideas  Enhancing problem solving skills  1. Introduction to architecture. Using composition well to create a mood board. 2. Key themes/artists introduced. Using oil pastels effectively to recreate work using viewfinders. 3. Experiments/samples thinking about joins etc. Using material with skill to create a range of joins. 4. Design ideas – with annotations. Successfully creating designs based on prior knowledge. 5. Construction of building. Using construction skills to construct 3d sculpture. 6. Constriction of building and evaluation. Using construction skills to construct 3d sculpture.	Silk painting – textiles  Using line effectively when drawing design  Stretching silk frame and pinning  Using guta to outline  Blending and painting using silk paint  Embellishing using stitch/beads  1. Exploring the techniques and processes of silk painting through the work of others. Demonstrating an understanding through sketches and notes. 2. Designing a piece for silk, using artists as inspiration. Demonstrating drawing skills to create clean and simple design ideas. 3. stretching frame and applying gutta. Successfully setting up relevant materials and applying gutta with a clean and solid line. 4. Painting their silk using bleeding techniques. Effectively paint silk creating smooth areas. 5. Wash and dry their silk, sample stitch sheet. Demonstrate effective stitch techniques. 6. Embellishments and stitch. Adding relevant embellishments that enhance the design. 7. Finishing touches and evaluation. Successfully reflecting and refining work.
Artists / Topic ideas	David Samuel Stern – Photography portrait David Hockney – Photography portrait	Hattie Stewart	Alberto Giacometti Alexander Caulder		Ian Murphy	Jason Scarpace
Year 10 Curriculum Planning – Art						
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Weekly focus  Core Knowledge, Skills and Concepts	Introduction to GCSE, New project based on food. Exploring assessment objectives and grading matrix. Use of trips	Development of project moving towards a sustained outcome, use of artist research and refinement.	Pupils will now be exploring a theme more of their choosing (from a list) and will be aiming to develop their own personal style.	Pupils will begin developing their projects and exploring the work of other artists. They	Exploring a range of workshops and developing new skills across art practices. Pupils will use their previous theme loosely.	Pupils will start their final project for component one which is under the theme of ‘anatomy’.

	<p>and artist workshops to expand project.</p> <ol style="list-style-type: none"> <li>1. Introduction to GCSE. Going over assessment objectives and the course. Initial mood board using the title 'food'. Use composition effectively to create a mood board.</li> <li>2. Observational drawing skills using a range of materials and processes. Pupils will also photograph their own fruit for use later in the project. Develop observational drawing skills, using shape and tone effectively.</li> <li>3. Artist research page, introducing how to create an effective page. Must include, imagery, title, analysis and visual responses. Respond effectively to the work of an artist.</li> <li>4. Artist sheet number 2 using an artist who works with the theme of food in a different way to artist one. Respond effectively to the work of an artist.</li> <li>5. Experimentation sheet – using a range of materials, techniques and processes and annotating each one. Experiment effectively with pastels, paint and watercolours.</li> <li>6. Development of ideas using previous experimentation. Sheet on refinement. Refine ideas and make amendments to shapes, colours, scale etc.</li> <li>7. Reflective lesson making amendments to work and linking to the assessment objectives.</li> </ol>	<ol style="list-style-type: none"> <li>1. Exploring sculpture – looking at artists who work with food and sculpture. Select favourite and create a small clay study. Use cardboard and plaster effectively to create a sweet sculpture.</li> <li>2. Gallery trip *could be at a different point during this half term Developing a range of drawing techniques.</li> <li>3. Exploring the work of Warhol through print, pupils will create mixed media monoprints. Using printing techniques effectively.</li> <li>4. Experiments which support the final piece – reflection and choose favourite and more successful idea. Demonstrating effective refinement skills.</li> <li>5. Complete final piece. Using skills learnt to create a relevant final outcome.</li> <li>6. Complete final piece. Photograph and create final piece sheet with annotation around the piece. Successfully explaining work and choices.</li> <li>7. Group crit – sharing and discussing work with the group. Evidenced using photography. Developing presentation skills.</li> </ol> <p>Possible artists: Claes Oldenburg, Peter Anton, Sarah Graham for sculpture.</p>	<ol style="list-style-type: none"> <li>1. Pupils will pick a theme from a given list (past papers) and begin exploring the theme through the use of the internet to create a mood board. Use research skills to collate relevant imagery.</li> <li>2. Nine square drawings – pupils will be shown how to create a nine grid study using a range of materials. Demonstrate a range of drawing techniques.</li> <li>3. Viewfinder studies – pupils will make their own viewfinder and explore composition. Use a viewfinder successfully to create interesting compositions.</li> <li>4. Printing – pupils will use reference images relevant to their theme and create a range of prints using monoprint and lino cut. Demonstrate effective techniques within a range of printing processes.</li> <li>5. Painting skills sheet. Pupils will explore a range of painting techniques relevant to their theme using watercolour and acrylics. Demonstrate effective painting skills, focussing on colour and tone.</li> <li>6. Mixed media – workshop. A range of materials will be mixed together to create collages under the given theme. Use a range of materials to create effective mixed media pieces.</li> <li>7. Refection session – pupils will work with a partner and discuss work – proforma to be filled in. Successfully reflecting upon work.</li> </ol>	<p>will complete a mock exam of five hours.</p> <ol style="list-style-type: none"> <li>1. Artist exploration session – research relevant/chosen artists to the theme – start an artist research sheet. Demonstrate appropriate selection and use of materials.</li> <li>2. Complete artist research sheet ensuring use of form, mood, content, subject matter analysis. Successfully analyse the work of others.</li> <li>3. Experimentation – using ideas from other work to influence the pupil work. Sheet of small experiments. Use a range of materials with skill to experiment within theme.</li> <li>4. Artist sheet number 2.</li> <li>5. Development of ideas, beginning to plan for mock exam – what materials are needed etc. Successfully plan for final outcome.</li> <li>6. Exam</li> <li>7. Exam</li> </ol> <p>Assessment: exam board assessment objective mark scheme.</p>	<ol style="list-style-type: none"> <li>1. Reviewing work against the assessment objectives and creating personalised skill audits for the coming half term. Demonstrating reflective skills in relation to the AO's.</li> <li>2. Sculpture workshop – exploring paper and cardboard to create abstract forms. Developing a range of skills to create a successful sculpture.</li> <li>3. Collage workshop – pupils will explore modern collage artists and recreate surreal collages using newspapers and magazines. Using a range of collage techniques to create a range of surreal collages.</li> <li>4. Textiles work – exploring image transfer. Demonstrating effective transfer skills to create a fabric piece.</li> <li>5. Book binding workshop – pupils will explore a range of bookbinding techniques to create a concertina or accordion book. Understanding and using successful bookbinding techniques.</li> <li>6. Pupils will select workshop pieces to go inside their handmade book. Other work will be mounted onto a sheet and annotated. Using bookbinding skills to create a book.</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction to new theme – anatomy. First lesson will be exploring the wide theme and pupils will explore using a mood board. Use a range of imagery to represent theme.</li> <li>2. Charcoal and white paint studies – large scale, at least a3. Developing effective drawing and proportion skills. Use charcoal effectively to create shape and proportion.</li> <li>3. Photography session – pupils will take their own photographs of a model skeleton in both a light room and a dark room (for shadows). Use camera setting effectively to create light/dark imagery.</li> <li>4. Pupils will use their photographs to create lino cuts. Developing skills in carving from lino with cutting tools. Use carving techniques skilfully to create clean lines/shapes.</li> <li>5. Printing session using lino cut. Printing onto a variety of backgrounds and textures, colours. Use rolling techniques with skill to create even prints.</li> <li>6. Carving a second layer away and double printing onto surfaces. Demonstrate effective composition skills.</li> <li>7. Final additions to prints -stitch, collage etc. Use collage to enhance work, thinking about layers, shapes and negative space.</li> </ol> <p>Assessment: exam board assessment objective mark scheme.</p>
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	<p>Understanding how work links to AO's.</p> <p>Possible artists: Claes Oldenburg, Sarah Graham, Peter Anton, May Van Millengan, Wayne Theurbold.</p>	<p>Assessment: exam board assessment objective mark scheme.</p>				
Year 11 Curriculum Planning – Art						
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Weekly focus</p> <p>Core Knowledge, Skills and Concepts</p> <div></div>	<p>Pupils will develop the project based on ‘anatomy’. During this half term, they will focus on drawing, experimentation and artist research</p> <ol style="list-style-type: none"><li>Book making lesson – pupils will use bookbinding skills to create a small book to add studies to. Use stitch technique effectively.</li><li>Pupils will add studies to their book, they will use a range of materials. Demonstrate effective observational skills.</li><li>Artist research sheet – including title, analysis,</li></ol>	<p>Pupils will be developing their project into a final outcome. They will use skills learnt to bring together a relevant final piece.</p> <ol style="list-style-type: none"><li>Pupils will begin thinking about A04 and create some ideas of where they'd like to go with the project – ideas sheet. Demonstrate drawing skills.</li><li>Experimentation sheet using ideas and links with artists researched. Use of a range of materials to explore links.</li></ol>	<p>Pupils will begin their externally set exam preparation, working on assessment objectives and planning for the controlled exam.</p> <ol style="list-style-type: none"><li>Introduce exam paper – go through carefully as a group. Show highlighted questions for pupils to pick from – create a mind map. Demonstrate effective research skills.</li><li>Mood board using theme as a starting point. Select appropriate materials based on theme.</li></ol>	<p>Pupils will continue working towards their exam, using lessons to develop ideas, experiment and create a detailed plan of their 10 hour exam.</p> <ol style="list-style-type: none"><li>Exam preparation – completing work and finalising plan.</li><li>Exam</li><li>Exam</li><li>Exam</li><li>Self-reflection session looking at component one and adding a skills list audit.</li><li>Begin working through skills list – aim to use a variety of materials, techniques and processes not yet</li></ol>	<p>Pupils will use this time to go back and develop component one of their GCSE. They will be offered workshops to fill in any gaps.</p> <ol style="list-style-type: none"><li>Annotation lesson – reviewing annotation and ensuring pupils know the best way – use of proforma. Annotate work successfully, exploring materials, techniques, successes, links.</li><li>Drawing workshops – pupils will have a choice of a range of techniques to suit their themes (biro, charcoal and oil). Manipulate a range of materials to work together.</li><li>Research workshop – exploring effective ways to</li></ol>	

	<p>images and visual responses. Use composition effectively.</p> <p>4. Artist sheet 2.</p> <p>5. Sculpture lesson using clay. Pupils will make a clay piece which links to anatomy – demonstrating good clay work. Use clay tools and techniques (smoothing, scratch and attach) with skill.</p> <p>6. Decorating clay sculptures using collage. Use collage effectively and selectively.</p> <p>7. Photographing clay sculpture, adding sketches and creating sheet detailing skills used with annotations. Demonstrate effective framing using a camera.</p>	<p>3. Design ideas sheet – more refinement and consolidation of ideas. Demonstrate refinement skills.</p> <p>4. Begin working on final outcome – document using photographs and annotation. Use prior skills to create a final outcome.</p> <p>5. Final piece development – review and improve. Use prior skills to create a final outcome.</p> <p>6. Complete final piece.</p> <p>7. Photograph, add to sheet and add detailed analysis of work. Reflect successfully upon work.</p> <p>Assessment: exam board assessment objective mark scheme.</p>	<p>3. Initial studies/drawing sheet using nine grid reference. Demonstrate successful drawing skills, using tone.</p> <p>4. Artist research x2 sheet including title, images, visual response and analysis. Successfully explore the work of others through visual and relevant responses.</p> <p>5. Experimentation using a range of media and techniques. Use relevant techniques to experiment in response to project.</p> <p>6. Design ideas for exam – detailed studies with annotation. Create relevant designs linked to theme.</p> <p>7. Final plan created and material list generated. Through refinement and selection, create an effective plan.</p>	<p>explored. An n any annotation.</p> <p>Assessment: exam board assessment objective mark scheme.</p>	<p>research and completing research sheets using sourcing. Develop research skills.</p> <p>4. Painting workshops – exploring painting techniques (relevant to theme) such as acrylic and watercolour techniques. Develop skills in painting (layering, tone, brushless etc.).</p> <p>5. Creating interesting backgrounds – pupils will use range of materials to explore how to create effective backgrounds, thinking about composition. Using composition well to create varied backgrounds.</p> <p>6. Artist link session – pupils will explore how they can extract a range of themes from artists work in a literal and figurative way. Mini studies created. Understanding the difference between literal and figurative.</p>	
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