

Yr 7 Art and Design – The British School Curriculum overview

Yr7 Term 1a	Term 1b	Term 2	Term 3	Term 4	Term 4
Foundation	Foundation	Foundation	Foundation	Foundation	Summative tests if
World Masks -	World Masks - Dia	World Masks -	World Masks - Maori	World Masks - Maori	required
Mahakala	De Los Muertos	FESTIMA	and Polynesian Tiki	and Polynesian Tiki	
			Masks	Masks	
Line, Shade, Form	Colour, Shape and	Shape, Form, Colour	Shape, Form and	Shape, Form and	
and Colour	Form	and Pattern	Texture	Texture	
Students will		Students will	Students will		All projects based
undertake a baseline	Parent Teacher	undertake baseline	undertake baseline		upon 6-8 weeks of
assessment, drawing	Conference	assessment 3, drawing	assessment 2, drawing		study however in some
from direct		from direct	from direct		cases projects and
observation.		observation.	observation.	Students will explore	outcomes may be
	Students will explore			clay techniques	extended due to INSET,
Inspired by Nepali	printing and	Students will research	Students will research	notably clay coils,	Drop down days,
Culture and Mahakala	printmaking processes.	the Festival	the culture, ceremony	positive and negative	Multicultural day,
masks from	They will learn about	International des	and mask design from	relief and pinch pots.	Trips, public holidays
throughout SE Asia.	the Dia De Los	Masques et des Arts	the Maori and	These techniques	and special event
Students will	Muertos festival,	(FESTIMA) in Burkina	Polynesian	combined with mark	activities
investigate and explore	notably the work of	Faso.	communities and the	making will form the	

tone and form through Jose Guadalupe work of ceramicist inspiration for their a series of mark Posada and create a Researching the work Kate Malone. Students polynesian Tiki masks. making using a range composition featuring of Asya and Dmitriy will undertake a series Students will Kosin students will of pencil HB -6B. the calaveras skulls, of observational consolidate colour design and make drawing focussing on investigating theory whilst glazing Students will complementary colour wearable sculptures. mark making and and annotating their and contrasts. texture. These 3D ceramic. investigate colour They will look at paper theory: primary, Cut-outs to develop drawings will be secondary, tertiary They will learn about understanding of inspired by their artist colours including tints the health and safety research. symmetry, of printmaking and and shades. They will asymmetricaL and learn about Josef Itten complete a relief print. pattern. Looking at Students will research and the Bauhaus Baroque wigs to Tongan and Maori colour theory system. The students will learn inform balance, tattoo design, how to produce construction and geometry, pattern, Students will complete painterly surfaces and monochrome weight a short piece of textures using colour symbols/motifs and written analysis on theory. They will They will explore create a circular design **Bauhaus Colour** research the work of cardboard using pen and a singular colour Theory using illustrator and designer construction Jamboard and Art Lee Hodges to create a techniques to create a scheme. Lexicon. Calaveras inspired 3D wearable form and Mask. use Relief, Sgraffito, This work will Coffee aging, Dry culminate in a These masks will Brushing, Collage to create motifs and large-scale observation investigate a direct painting where Cut-out method, original responses. students are expected championed by Henri

to demonstrate use of

form and aspects of

Matisse and these will

focus on composition,

Students will be

encouraged to use

colour theory (harmonious colours, complementary).	complementary, tertiary and harmonious colours.	found objects or natural forms to decorate their masks.				
Artists/Movements:	Artists/Movements:	Artists/Movements:	Artists/Movements:			
Nepali Culture,	World Masks, Dia De	African Masks, Pablo	Maori and Polynesian	·		
World Masks	Los Muertos, Jose	Picasso, Joseph	Ceramics and Natural I	Forms		
Josef Itten, Sonia	Guadalupe Posada,	Delappe,				
Delaunay, Bauhaus	Lee Hodges and	Asya/Dmitiriy Kosin,				
	Henri Matisse	Baroque Couture				
		Dom	nains			
	Knov	vledge, Making skills, I	Evaluation, Idea genera	ation		
Concepts:	Concepts:	Concepts:	Concepts:	Concepts:		
Observational	Printmaking and	Formal elements,	Artist research,	Sgraffito, mark		
drawing, Mark	relief printing, Mark	construction,	Colour theory/optic	making, ceramics, 3D		
making, Tone/Shade,	making,	Sgraffito, mark	mixing	sculpture		
Colour wheel/colour	Composition, Colour	making, Collage				
theory. Artist	theory					
research. Group						
work						
Assessment in Art and Design is ongoing throughout the year and will focus on the ability and command of the formal elements: line, shape, tone, texture, colour and composition, with several opportunities to demonstrate progression of skills. Students are required to demonstrate creative input as well as to make connections with the work of other artists. In addition to teacher assessment, there will be opportunities for self-evaluation and peer assessment at regular intervals.						
Opportunities for developing the 5Cs	Opportunities for developing the 5Cs	Opportunities for developing the 5Cs	Opportunities for developing the 5Cs	Opportunities for developing the 5Cs	Opportunities for developing the 5Cs	

Creativity: Drawing,	Creativity: Design a	Creativity: Design a	Creativity: Draw from	Creativity: Draw from	
Design, Painting	DOTD Mask, colour	FESTMA Mask,	observation,	observation,	
Confidence: Rearching	scheme.	Experiment with texture,	Understanding of	Understanding of	
Nepali culture. Working	Confidence: Develop a	surface and material.	Pattern, Line, Shape and	Pattern, Line, Shape and	
on a design brief.	design into a final piece -	Confidence: Develop a	Symmetry with	Symmetry with	
Compassion:	realising intentions	design into a final piece -	Polynesian Design.	Polynesian Design.	
Understanding of	Compassion:	realising intentions.	Design a Tiki. Ceramic	Design a Tiki. Ceramic	
ritualism, ceremony and	Understanding of	Compassion:	joining and	joining and	
culture.	ritualism, ceremony and	Understanding of	manipulation.	manipulation.	
Community: Discussion	culture.	ritualism, ceremony and	Confidence: Develop a	Confidence: Develop a	
of work, peer and group	Community: Discussion	culture.	design into a final piece -	design into a final piece -	
written feedback. Links	of work, peer and group written feedback. Links	Community: Discussion	realising intentions	realising intentions	
to Nepali and MFL Challenge:	to Spanish and MFL	of work, peer and group written feedback. Links	Compassion: Understanding of	Compassion: Understanding of	
Understanding colour	Challenge:	to humanities and	ritualism, ceremony and	ritualism, ceremony and	
theory, Mixing and	Understanding colour	modern art.	culture.	culture.	
blending of colour within	theory, shape, drawing	Challenge:	Community: Discussion	Community: Discussion	
a composition.	with scissors.	Understanding colour	of work, peer and group	of work, peer and group	
a composition.		theory,3D construction	written feedback. Links	written feedback. Links	
		and texture	to humanities	to humanities	
			Challenge: Translating a	Challenge: Translating a	
			2D into 3D form.	2D into 3D form.	
Assessment	Assessment	Assessment	Assessment	Assessment	
Opportunities:	Opportunities:	Opportunities:	Opportunities:	Opportunities:	
Baseline assessment	Design ideas	Baseline assessment	Baseline assessment	Sgraffito	
Tone, mark making	Cultural research	Original design and	Artist research and	Observation	
and composition	Colour theory,	symbolism	annotation	drawing	
Colour mixing,	Shape and Collage	Final design	3D pot and	Construction and	
accuracy and	Mask		Polynesian design	Form manipulation	
tertiary					
		Literacy On	portunities:		
		Literacy Op	portunities.		

S&L- Self/Peer/ Group evaluation, Literacy Foci, Targeted questions, TESMC Written: Letter writing, sentence and paragraph structure, Evaluation, Lexicon for Content, Technique, Form, Colour, Style								
Reading Key words, Starter sentences, Lexicon for Mood, Technique, Formal Elements								
Health and Safety	Health and Safety	Health and Safety	Health and Safety	Health and Safety	Health and Safety			
MRAT 155	MRAT 011	MRAT 003	MRAT 144,5,6,7,8,9	MRAT 144,5,6,7,8,9	MRAT 155			
	MRAT 155 MRAT 004 MRAT 155 MRAT 155							
		MRAT 155						

Yr 8 Art and Design – The British School Curriculum overview

Yr8 Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b	Term 4
La Grand Tour	Le Grand Tour	La Grand Tour	La Grand Tour	La Grand Tour	La Grand Tour	Summative tests
MET	The Tate Gallery	Van Gogh	Van Gogh	Yayoi Kusama	Yayoi Kusama	if required
Cubist Painting:	Cubist	Museum	Museum	Museum	Museum	
Picasso, Gris and	construction:	MOMA Robert	MOMA Robert			
Braque	Picasso, Gris and	Indiana	Indiana	Line, Mark	Line, Mark	
	Braque	Line, Mark	Line, Mark	making, Shade,	making, Shade,	
Line, Mark		making, Shade,	making, Shade,	Colour and Shape	Colour and Shape	
making, Shade	Colour, Shape,	Colour and Shape	Colour and Shape			
and Texture	Texture and Form					
Students will	The Tate gallery	Students will	MOMA		Students will	All projects based
undertake baseline	Students will study	undertake a	Students will visit	Parent Teacher	undertake baseline	upon 6-8 weeks of
assessment 1,	the 3D Cubist	baseline	MOMA and	Conference	assessment 3,	study however in
drawing from direct	constructions on	assessment 2,	research the POP		drawing from direct	some cases
observation.	display at the Tate.	drawing from direct	inspired		observation.	projects and
		observation.	typography of	CONT: Students will		outcomes may be
MET		Van Gogh	Robert Indiana.	investigate colour		extended due to

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Students will	Students will use	Students will		theory: primary,		INSET, Drop down
research Cubism,	their prior learning,	undertake a virtual	They will produce a	secondary, tertiary	KUSAMA	days, Multicultural
the theory and	compositions and	tour of the world's	piece of written	colours including	Students will record	day, Trips, public
influences within	drawings to create	leading galleries	and visual research	tints and shades.	from a still life of	holidays and
20th century art.	a 3D construction	and museums.	on Indiana,	They will retrieve	Pumpkin and	special event
They will compare	of a musical		choosing a positive	and apply their	squash. They will	activities
the artistic styles	instrument.	Students will visit	FOUR letter word.	understanding of	use mark making,	
and work of	Students will	the Van Gogh		colour theory and	composition and	
Picasso, Gris and	explore spatial	museum and	Students will	painterly	line to record	
Braque.	planes, shapes and	research the mark	investigate colour	techniques.	accurately from	
	motifs on a small	making and	theory: primary,		observation. They	
Selecting the work	maquette using a	drawings of Van	secondary, tertiary	KUSAMA	use digital	
of Picasso, Gris and	variety of	Gogh.	colours including	Students will record	photography to	
Braque students	construction and		tints and shades.	from a still life of	record the surfaces,	
will create a short	joining techniques.	They will produce a	They will retrieve	Pumpkin and	colour schemes and	
presentation on a		piece of written	and apply their	squash. They will	textures from the	
chosen piece. They	Students will work	and visual research	understanding of	use mark making,	still life.	
will use the lexicon	in groups to design	on Van Gogh,	colour theory and	composition and		
scaffold with the	and create a large	choosing a key	painterly	line to record	Students will	
focus on Mood,	scale constructed	piece of work to	techniques.	accurately from	explore	
Technique,	cubist guitar from	respond, recreating		observation. They	watercolour and	
Medium, Colour	cardboard, which	the aged surface		use digital	watercolour texture	
and Style)	will be decorated	through coffee		photography to	techniques (salt, tin	
	using mixed media	staining and the		record the surfaces,	foil, baking paper)	
Students will draw	and a chosen fixed	drawing and mark		colour schemes and	and processes.	
from a musical	palette of the	making technique		textures from the	They will learn	
inspired still life	Cubist artist.	of Van Gogh.		still life.	about Yayoi	
theme, using digital					Kusama, her work	
photography,	Students will			Students will	and cultural	
changing	photograph and			explore	associations to the	

compositional	write a reflection of			watercolour and	dots painting	
angles and	the design and			watercolour texture	method. Students	
viewpoints to	construction			techniques (salt, tin	will decorate their	
create a cubism	process.			foil, baking paper)	drawing with	
inspired drawing.				and processes.	watercolour	
				They will learn	followed by	
Students will create				about Yayoi	Kusama	
a colourful collage				Kusama, her work	Illustrations in	
composition using				and cultural	complementary,	
geometric shapes,				associations to the	harmonious and	
hot colours,				dots painting	contrasting colours	
silhouettes and				method. Students	and marks.	
multiple				will decorate their		
photographic				drawing with		
angles of musical				watercolour		
instruments. The				followed by		
students will focus				Kusama		
on composition				Illustrations in		
elements such as				complementary,		
balance, symmetry,				harmonious and		
asymmetry,				contrasting colours		
foreground and				and marks.		
background.						
Artists/Movements:	Artists/Movements:			Artists/Movements:		
Cubism, Picasso, Gris	Cubism, Picasso, Gris, Braque,		Gogh, Gauguin, POP	Japanese culture, Yay	oi Kusama,	
Impressionism, 1/2 point Perspective,		Art, Illustration, Typography and Colour		Aboriginal Art, Mand	alas	
Sculpture, Constructi	vism, Spatial planes	Theory				
			Domains			

Knowledge, Making skills, Evaluation, Idea generation

Concepts:	Concepts:	Concepts:	Concepts:	Concepts:	Concepts:	
Artist research,	Artist research,	Observational	Observational	Mark making,	Mark making,	
Composition,	Composition,	drawing, Mark	drawing, Mark	Composition,	Composition,	
Colour theory,	Colour analysis,	making,	making,	Colour theory,	Colour theory,	
Mixed Media, 3D	Mixed Media,	Tone/Shade, Colour	Tone/Shade, Colour	Watercolour	Watercolour	
construction Digital	Surface textures.	theory. Acrylic	theory. Acrylic	techniques,	techniques,	
photography	3D construction	Painting,	Painting,	Watercolour and	Watercolour and	
	and Digital	Independent Artist	Independent Artist	Acrylic painting,	Acrylic painting,	
	photography	research.	research.	Digital photography	Digital photography	

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| Opportunities for developing the |
|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| 5Cs |
Creativity: <i>Draw</i>	Creativity: Create a	Creativity: Drawing	Creativity: Drawing	Creativity: Drawing	Creativity: Drawing	
from observation,	3D form using	from observation in	from observation in	from observation,	from observation,	
Design a	manipulation and	the style of the	the style of the	aged paper,	aged paper,	
composition.	joining techniques.	artist, aging paper	artist, aging paper	designing a	designing a	
Confidence:	Confidence:	with household	with household	composition using	composition using	
Confidence in the	Confidence in the	materials	materials	typography	typography	
use of a fixed	use of construction	Confidence:	Confidence:	Confidence:	Confidence:	
colour palette in	materials.	Visiting online	Visiting online	Visiting online	Visiting online	
the style of the	Compassion:	galleries and	galleries and	galleries and	galleries and	
artist.	Understanding the	museums,	museums,	museums,	museums,	
Compassion:	inspirations of	Researching artists	Researching artists	Researching artists	Researching artists	
Understanding the	Cubism as a	work and processes	work and processes	work and processes	work and processes	

inspirations of	movement and	Compassion:	Compassion:	Compassion:	Compassion:	
Cubism as a	wider influences.	Understanding of	Understanding of	Understanding of	Understanding of	
]]	, , ,	
movement and	Community:	artists' life,	artists' life,	artists' life,	artists' life,	
wider influences.	Discussion of work,	influences and	influences and	influences and	influences and	
Community:	peer and group	inspirations.	inspirations.	inspirations.	inspirations.	
Discussion of work,	written feedback.	Mental health	Mental health	Community:	Community:	
peer and group	Group construction	within Art and	within Art and	Discussion of work,	Discussion of work,	
written feedback.	Challenge:	Technique	Technique	peer and group	peer and group	
Challenge:	Translating a 2D	Community:	Community:	written feedback.	written feedback.	
Translating a 3D	into 3D	Discussion of work,	Discussion of work,	Discussion on	Discussion on	
into 3D shape and	form.Understandin	peer and group	peer and group	meaning and	meaning and	
silhouette.	g artists style,	written feedback.	written feedback.	narratives in art.	narratives in art.	
Understanding	Understanding	Discussion on	Discussion on	Challenge:	Challenge:	
colour theory,	form and spatial	meaning and	meaning and	Understanding	Understanding	
Mixing and	planes.	narratives in art	narratives in art	artists style,	artists style,	
blending of colour		Challenge:	Challenge:	Understanding	Understanding	
within a		Understanding	Understanding	colour theory,	colour theory,	
composition.		artists style,	artists style,	Mixing and	Mixing and	
,		Understanding	Understanding	blending of colour	blending of colour	
		tonal values and	tonal values and	within a	within a	
		mark making	mark making	composition.	composition.	
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment	
Opportunities:	Opportunities:	Opportunities:	Opportunities:	Opportunities:	Opportunities:	
Baseline	Observation	Baseline	Baseline	Yayoi Kusama	Yayoi Kusama	
assessment	drawing	assessment	assessment	research	research	
Artist research and	3D Construction	Tone, mark making	Tone, mark making	Watercolour	Watercolour	
annotation	techniques	and composition	and composition	techniques	techniques	
Observation	Combining	Colour mixing,	Colour mixing,	Kusama inspired	Kusama inspired	
drawings	painting and mixed	accuracy and	accuracy and	final piece	final piece	
Compositional	media	tertiary	tertiary	•	•	
collages						

Literacy Opportunities:

S&L- Self/Peer/ Group evaluation, Literacy Foci, Targeted questions, TESMC
Written: Letter writing, sentence and paragraph structure, Evaluation, Lexicon for Content, Technique, Form, Colour, Style
Reading- - Key words, Starter sentences, Lexicon for Mood, Technique, Formal Elements

Yr 9 Art and Design – The British School Curriculum overview

Curriculum overview								
Year 9 Term 1	Year 9 Term 2	Year 9 Term 3	Year 9 Term 3	Year 9 Term 4	Year 9 Term 4			
Aug-Oct	Oct-Dec	Jan-Feb	Feb-April	April-May	May-July			
Me, myself and I	Me, myself and I	Under the sea	Under the sea	Reflection and Still life				
Line, Mark making, Colour Theory, Proportion and Scale	Self portraiture, Line, Mark Making, Proportion, Scale, Symmetry, Texture and Ceramics	Line, Mark making, Proportion, Colour Theory, Grounds	Line, Shape Mark making, Colour Theory, Printmaking	Line, Mark Making, Proportion, Scale, Symmetry and Colour Theory				
Students will undertake a baseline assessment, drawing from direct observation.	Parent Teacher Conference	Students will undertake baseline assessment 2, drawing from direct observation.	Parent Teacher Conference	Students will undertake baseline assessment 3, drawing from direct observation.	All projects based			
Students will explore portraiture, portrait artists and techniques to record and describe features of the face. They will produce a series of photographic responses to portraiture, creating a series of photographs	CONT: People of Nepal Students will look at the work of portraits of Steve McCurry and the concrete minimalist work of Kathy Dalwood. Students will create a tonal portrait using	Students will look at marine life and creatures, they will use the grid transform method to produce some large scale oil pastel/charcoal and pencil observation of fish heads and eyes.	CONT: Students will conclude the large scale painterly aquatic studies using vivid colour theory and an impasto/textured approach. Students will create a detailed pencil and tonal observational	Students will look at the symbolism and meaning behind still life. They will discuss contemporary still life, design and record a photoshoot. Using the grid transfer method, students will	upon 6-10 weeks of study however in some cases projects and outcomes may be extended due to INSET, School closures, Trips, public holidays and special events/activities			

of their eye, nose and mouth. They will explore these images through digital double exposure techniques and Pointillist mark making. They will look at the work of Chuck Close and his portraiture response using mark making. They will create an A4 self portrait of themselves using a grid format and tonal values.	strong contrast and bread reduction. Students will make a ceramic relief inspired by cultural portraits from Nepal. Students will focus on texture and form with their work, working collaboratively to create this allergy scale work in proportion. They will finish their ceramics using oxides, stains and undergrazing techniques.	Students will be taught how to create painterly grounds using acrylic and brusho. They will be introduced to the aquatic work of Mike Savlen and guided to create large scale painterly responses.	study looking at shapes, forms and tonal values within fish such as tinned anchovies, mackerel and trout as well as crabs and clawed shellfish. They will transfer a drawing directly onto lino and complete the project with a relief print, using line, shape and colour.	create a detailed pencil observational study, they will divide the composition into 3 sections. Students will research 3 artists for their process, use of media and style. They will demonstrate their understanding of visual analysis when interpreting their styles throughout the still life.	
Artists/Movements: Portraiture: Chuck Close Pointillism: Georges Seurat, Charles Angrand Double Exposure: HELMO	Artists/Movements: Portraiture: Steve McCurry Texture: Kathy Dalwood Bas Relief: Matt Dent, Jody Clark	Artists/Movements: Grounds: Luann Ostarguard Colour: Mike Savlen	Artists/Movements: Colour: Daniel Jean-Bapiste Printing: Amy Cundall	Artists/Movements: Still life: Pieter Claesz 3 x Artist Styles and analysis showing understanding of content, mood, process and historical context.	Artists/Movements:
		Dom	nains		

Knowledge, Making skills, Evaluation, Idea generation

Concepts:	Concepts:	Concepts:	Concepts:	Concepts:	Concepts:
Observational	Independent Artist	Artist research,	Artist research,	Artist research,	
drawing, Proportion,	research, Bas relief,	Composition, Colour	Composition, Proportio	Composition, Colour	
Scale, Mark making,	Ceramics, Scale, Mark	theory, Contrast,	n, Colour analysis,	analysis, Mixed Media	
Tone/Shade, Colour	making, Composition,	Mixed Media, Grounds	Grounds, Surface	and Digital	
theory, Pointillism,	Colour theory and		textures.	photography	
Independent Artist	Texture				
research.					

Assessment in Art and Design is ongoing throughout the year and will focus on the ability and command of the formal elements: line, shape, tone, texture, colour and composition, with several opportunities to demonstrate progression of skills. Students are required to demonstrate creative input as well as to make connections with the work of other artists. In addition to formative and summative teacher assessment, there will be opportunities for self-evaluation and peer assessment at regular intervals.

Assessment Opportunities: Baseline assessment Artist research and annotation Observation drawings Mark Making Portrait	Assessment Opportunities: Mark Making portrait Charcoal Portrait Ceramics tile and texture	Assessment Opportunities: Baseline assessment Pastel observation Colour Theory	Assessment Opportunities: Colour theory in grounds Combining painting and mixed media	Assessment Opportunities: Baseline assessment Artist research and annotation Acrylic painting and mixed media	Assessment Opportunities:
Digital manipulation Opportunities for developing the 5Cs Creativity: Drawing from observation in the style of the artists (pointillism etc). Confidence: Researching artists' work and mirroring processes and techniques. Compassion: Understanding portraiture	Opportunities for developing the 5Cs Creativity: Drawing with ready made or found material. Confidence: Recording portraiture using measurement and proportion. Researching	Opportunities for developing the 5Cs Creativity: Drawing from observation across a theme. Confidence: Confidence in the use of a fixed colour palette in the style of the artist.	Opportunities for developing the 5Cs Creativity: Create a 3D form using colour and texture Confidence: Confidence in the use of painterly grounds, colour theory and techniques	Opportunities for developing the 5Cs Creativity: Drawing from observation in the style of the artist. Confidence: Confidence analysis of visual language and artists style. Compassion: Understanding still life	Opportunities for developing the 5Cs

within the artists' life,	artists' work and	Compassion:	Compassion:	influences and inspirations		
influences and inspirations.	processes.	Understanding water	Understanding water	with art and design.		
Community: Discussion of	Compassion:	pollution and marine	pollution and marine	Community: Discussion of		
work, peer and group	Understanding of nepali	conservation.	conservation.	work, peer and group		
written feedback.	culture and the work of	Community: Discussion of	Community: Discussion of	written feedback. Group		
Discussion on meaning and	McCurry.	work, peer and group	work, peer and group	construction.		
narratives in art.	Community: Discussion of	written feedback.	written feedback. Group	Challenge: <i>Understanding</i>		
Challenge: <i>Understanding</i>	work, peer and group	Challenge: Combining	construction.	artists style, and		
tonal values and mark	written feedback.	complementary colour	Challenge: Combining	translating style and		
making within portraiture.	Discussion on meaning and	theory to create striking	complementary colour	process into composition.		
	narratives in art.	composition of ground and	theory to create striking			
	Challenge: Creating	observation.	composition of ground and			
	textural compositions using		observation.			
	ceramics (converting					
	contrast into form).					
Phone Control of the						

Literacy Opportunities:

Speaking & Listening- Self/Peer/ Group evaluation, Literacy Foci and critique

Written: Artist analysis, sentence and paragraph structure, Reflection and Evaluation Reading: Key words, Key vocabulary, Starter sentences, Analysing symbols and meanings, Literacy foci

Cross curricular:	Cross curricular:	Cross curricular:	Cross curricular:	Cross curricular:	Cross curricular:
Mathematics –	Mathematics –	Geography –	Mathematics –	Mathematics –	TBC
Proportion,	Proportion,	vertebrates, marine life	Proportion, angles and	Proportion,	
Measurement and Scale	Measurement and Scale	History - German	Scale	Measurement and Scale	
Geography - Culture of	Geography - Culture of	expressionism	History - relief printing	Media – Symbolism of	
Nepal	Nepal		processes and media	image in Art ICT -	
Media – Photoshop and	Media – Photoshop and			Photoshop and digital	
digital manipulation.	digital manipulation.			manipulation.	
Health and Safety	Health and Safety	Health and Safety	Health and Safety	Health and Safety	Health and Safety
MRAT 011	MRAT 011	MRAT 011	MRAT 011	MRAT 011	MRAT 011
MRAT 103	MRAT 144-9	MRAT 103	MRAT 103	MRAT 103	MRAT 103
MRAT 109	MRAT 150	MRAT 109	MRAT 109	MRAT 109	MRAT 109
MRAT 155	MRAT 152	MRAT 155	MRAT 155	MRAT 155	MRAT 155
MRAT 157	MRAT 155	MRAT 157	MRAT 157	MRAT 157	MRAT 157
