

DMS Curriculum Plan

**SUBJECT: Art**

At Dorchester Middle School, as part of our planning in Art we ensure that pupils can remember more and learn more by weaving knowledge and skills throughout units of learning so that children have time to practice, discuss, reflect and revisit what they have been taught. We carefully follow the National Curriculum and ensure learning is progressive and sequential, giving pupils the opportunity to build on and apply previous knowledge in all units before developing further skills in this subject.

**Key Skills in this subject are:**

| <b>KEY SKILL</b>                      | <b>EXPLANATION</b>  |
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| <b>Exploring and developing ideas</b> | A developed level of appreciation for Art and culture. Pupils will select and record from a range of sources using observation, experience and imagination and explore ideas for different purposes. This includes the roles and purposes of artists, crafts people and designers working in different times and cultures. Pupils will question, be curious and make thoughtful observations about starting points then select ideas and processes to use in their work. It will provide opportunities to be creative and develop their character by referring to historical and contemporary issues addressed or covered in the lessons. Pupils will compare ideas, methods and approaches in their own and others' work and create a personal response to reflect what they think and feel. Their work will be adapted according to their views and they will feel inspired to create and develop it further. |
| <b>Drawing</b>                        | One of the formal elements that informs technical ability and skillful application within the subject. Pupils will demonstrate a wide variety of ways to make different marks using dry and wet media. They will work in a sustained and independent way from observation, experience and imagination. Pupils will take pride in presenting their creative work in their sketchbooks and using mixed media. They will manipulate and experiment with the elements of art: line, tone, pattern, texture, form.   |

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| <b>Painting</b>           | Pupils will be able to select the appropriate paint, paper and implements to adapt and extend their artwork. They will understand the colour wheel and how to create shades, tints and effects using primary, secondary and tertiary colours. They will acquire knowledge and awareness of how paintings are composed and created drawing upon visual references from great artists, designers and other cultures.   |
| <b>Printing</b>           | This skill will be enjoyed using a variety of materials, objects and techniques including layering and reduction methods. They will be able to talk about the processes they are using and explore pattern and shape to create designs for printing. They will learn to organise their work in terms of pattern, repetition, symmetry or random printing styles whilst developing independent working skills.  |
| <b>3D form</b>            | Using recycled, natural and man-made materials to create sculptural outcomes using clay and mixed materials. Initially creating ideas through drawing and other preparatory work, pupils will develop skills in using clay including slabs, coils, slips, and glazes. They will demonstrate an understanding of shape, space and form and reflect upon their work understanding that it has been sculpted, modelled or constructed. They will describe the different qualities involved creating sculpture and constructions with increasing independence. |
| <b>Personal Responses</b> | Learn new key vocabulary and terms and use them in their personal reflective comments enabling pupils to reflect and evaluate their own work and that of others by critically analysing content, purpose and meaning.  |
| <b>Breadth of study</b>   | Working on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Pupils will use digital media and photography to research, investigate and develop art, craft and design in their locality and in a variety of genres, styles and traditions. Whole school cross-curricular and extra-curricular opportunities enhance knowledge, appreciation and cultural capital through clubs, groups, trips to galleries and other places of subject interest.  |
| <b>Presentation</b>       | The use and development of their sketchbook to present creative work and personal responses develops important skills for transition. Fostering confidence and pride in  |

their work and growing ability. Recording experiences, communicating personality, emotional expression and creative intent.

- ✓ Knowledge pupils will have learnt by the end of each half term.
- ✓ Summative assessment completed by pupils to check their learning each term.

| TERM               | Year 5  | Year 6   | Year 7  | Year 8  |
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| <b>Autumn Term</b> | <b>Ecology<br/>Natural<br/>Collection</b>   | <b>Native American<br/>Art</b>   | <b>Insects</b>  | <b>African Art and<br/>Picasso</b>  |
| T1 KNOWLEDGE       | <p>Know how to use the specialist art room safely and respectfully.</p> <p>Know how to build upon and develop skills and techniques in frottage, drawing, painting, crayon rendering, simple printing and use of mixed media.</p> | <p>Know how to explore the roles and purposes of North American artists and key principles of the art style.</p> <p>Know how to make thumbnail sketches of Native North American patterns using coloured pencil crayons.</p> | <p>Know how to select and use a range of media for observation and experimental studies of insects.</p> <p>Know how to explore the roles and purposes of artists in different movements including contemporary artist Abbi Diamond.</p> | <p>Know how to select and use a range of media for observation and experimental studies of african masks.</p> <p>Know how to explore the roles and purposes of artist Pablo Picasso following his life work inspired by</p> |

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|  | <p>Know how to present work in a creative and visually appealing way.</p> | <p>Know how to create symmetrical patterns.</p> <p>Know how to create their own repeat patterns in strips using those they have studied as inspiration.</p> <p>Know how to make observations reflecting upon their work and that of others.</p> <p>Know how to present work in a creative and visually appealing way and include text.</p> | <p>Know how to question and make thoughtful observations reflecting upon their work and that of others.</p> <p>Know how to compile a sketchbook in a visually exciting and original format drawing on a range of presentation techniques.</p> | <p>African art and artifacts.</p> <p>Know how to question and make thoughtful observations about starting points for art work including written personal responses.</p> <p>Know how to compare ideas, methods and approaches in their own work and that of others.</p> <p>Know how to improve and develop their sketch book further drawing on a range of presentation techniques.</p> |
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| <p>T1 SKILLS</p> | <p>To be able to select the correct techniques of pencil grip and apply it to work using graphite and coloured pencils.</p> <p>To be able to use a range of marks and shading techniques to add depth and shadow to a picture.</p> <p>To be able to control wet and dry media.</p> <p>To be able to apply cutting and sticking skills to present their creative studies neatly using guided</p> | <p>To be able to create and draw a salmon fish design using their own patterns studies and repeat pattern designs.</p> <p>To consider keywords and their own thoughts to expand upon their artwork using words.</p> | <p>To be able to create experimental studies of insects using a range of media.</p> <p>To develop skills in observation drawing.</p> <p>To learn about the style and influences of contemporary artist Abbi Diamond.</p> <p>To write thoughtful and reflective personal responses about their own creative work and that of others.</p> | <p>To be able to select and use a range of media for observation and experimental studies of African masks.</p> <p>To learn about and explore the roles and purposes of artist Pablo Picasso following his life work inspired by African art and artifacts.</p> <p>To be confident to question and make thoughtful observations about starting points for art work including written personal responses.</p> |
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|              | presentation techniques.   |  |   | <p>To be able to compare ideas, methods and approaches in their own work and that of others.</p> <p>To know how to improve and develop their sketch book further drawing on a range of original and exciting presentation techniques.</p> |
|              | <b>Henri Rousseau</b>  | <b>Cubism</b>  | <b>Steam Punk and futuristic bugs</b>   | <b>African Art and Printing</b>   |
| T2 KNOWLEDGE | <p>Know about primary, and secondary colour theory and how these colours can be mixed.</p> <p>Know the meanings of the</p> | <p>Know how to select and use a range of media for observation and experimental studies of everyday objects.</p> | <p>Know about the steam punk art movement and its influences.</p> <p>Know how to explore the roles and purposes of artists in different</p> | <p>Know how to create prints using repeated symmetrical patterns drawing upon influences from African art.</p>  |

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|  | <p>key terms of tones, shade, tints, tertiary colours.</p> <p>Know how to select, use and care for specialist equipment including mixing colours.</p> <p>Know about some of the life history of Henry Rousseau and his influence on modern day art, design and culture.</p> | <p>Know how to explore the roles and purposes of cubist artists and key principles of the movement.</p> <p>Know how to produce a drawing of a bottle using continuous line.</p> <p>Know how to create a copy of Picasso's still life 'Jug, candle and pot enamelled' (1945)</p> | <p>movements including contemporary artists Mike Libby and Rosalind Monks.</p> <p>Know how to create atmospheric futuristic art using a range of media.</p> <p>Know how to plan and make a 3D sculpture through drawing and other model making materials such as recycled materials, adhesives and structural forms.</p> <p>Know how to use recycled, natural and man-made materials to create sculpture.</p> | <p>To know how to make a polyblock printing tile with care.</p> <p>Know how to use printing inks and rollers safely and carefully.</p> <p>To know a wider range of key words and their meanings relating to the topic.</p> |
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|           |  |  | Know a range of key words and their meanings relating to the topic.   |   |
| T2 SKILLS | <p>To be able to use primary, to make secondary colour.</p> <p>To be able to colour theory to mix paints from primary colour to make secondary colours and white and black to make tints and shades.</p> <p>To be able to select the appropriate brush for each situation and be able to care for the brush.</p> | <p>To be able to produce an accurate observational drawing of a group of three of their own objects e.g., Water bottle, diary and pencil case.</p> <p>To create a copy of Picasso's still life 'Jug, candle and pot enamelled' and apply their own ideas to the colour. (1945)</p> <p>To research and investigate the life of a cubist artist.</p> | <p>To research and find out more about artists who are known for their insect 2D and 3D art and create art the style of the artist.</p> <p>To understand what is meant by the term steampunk and use elements of the style to create both 2D and 3D art.</p> <p>To write thoughtful and reflective personal responses about</p> | <p>To carve a poly block tile influenced by African art and patterns.</p> <p>To create a series of repeat pattern prints on coloured paper using specialist equipment and inks.</p> <p>To be confident using a wider range of key words relating to the topics and understand their meanings.</p> |

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|                               | <p>To be able to talk about the life of Rousseau and his style of art.</p> <p>To recognise a range of key words relating to the topic and understand their meaning.</p> | <p>To present work in a visually interesting way using guided presentation techniques.</p> <p>To become more confident using a range of key words relating to the topic and understand their meaning.</p> | <p>their own creative work and that of others.</p> <p>To be able to recognise and know the meaning of key words relating to the topic and use them when reflecting upon their own artwork.</p> | <p>To be able to present work in an original and visually exciting way using a variety of presentation techniques.</p> <p>To be able upon reflection, to adapt their work according to their views and describe how they might develop it further.</p> |
| <b>SUMMATIVE ASSESSMENT 1</b> | To provide an accurate and fair evaluation of pupil progress and learning, formative assessment will be ongoing. One key piece will be summatively assessed at the      | To provide an accurate and fair evaluation of pupil progress and learning, formative assessment will be ongoing. One key piece will be summatively assessed at the end of each half term.                 | To provide an accurate and fair evaluation of pupil progress and learning, formative assessment will be ongoing. One key piece and a set homework will be summatively                          | To provide an accurate and fair evaluation of pupil progress and learning, formative assessment will be ongoing. One key piece and a set homework will be summatively assessed at the  |

|                    | end of each half term.   |  | assessed at the end of each half term.  | end of each half term.  |
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| <b>Spring Term</b> | <b>Observation drawing portraits</b>   | <b>Expressive Portraits</b>  | <b>Art nouveau</b>  | <b>Day of The Dead Aztec Mexican Festival</b>   |
| T3 KNOWLEDGE       | <p>Know how to set out the generic dimension of a human head and where key facial features should be positioned.</p> <p>Know how to apply the finer details of a face and tone to show depth.</p> <p>Know how to apply and blend oil pastels.</p> <p>Know the background story</p> | <p>Know how to analyse the different approaches artists have used looking at portrait styles from different periods in time.</p> <p>Know how to re-create expressions using colour and imagery.</p> <p>Know how to complete a painting analysis of 'The Scream' by Edvard Munch.</p> | <p>Know how to select and use a range of media for observation and experimental studies in the style of Art Nouveau focussing on British nature and wildlife.</p> <p>Know how to explore the roles and purposes of artists in different movements including Louis Comfort Tiffany, Hector Guimard, Antoni Gaudi, Gustav Klimt and Aubrey Bearsdley.</p> | <p>Know how to select and use a range of media for observation and experimental studies of Aztec Art.</p> <p>Know how to research, explore and be influenced by Mexican artists including Jose Guadalupe Posada, Frida Kahlo and David Lozeau.</p> <p>Know how to apply techniques used by influential artists to develop their own art work.</p> |

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|  | <p>of Henri Matisse's 'Madame Matisse'.</p> | <p>Know how colour affects your mood and emotions.</p> | <p>Know about the characteristics of the Art Nouveau movement.</p> <p>Know how to question and make thoughtful observations reflecting upon their work and that of others.</p> <p>Know how to present a sketch book in a visually exciting and original format drawing on a range of presentation techniques.</p> <p>Know a range of key words and their meanings relating to the topic.</p> | <p>Know how to question and make thoughtful observations about starting points for art work including written personal responses.</p> <p>Know how to compare ideas, methods and approaches in their own work and that of others.</p> <p>Know how to improve and develop their sketch book further drawing on a range of presentation techniques.</p> |
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| <p>T3 SKILLS</p> | <p>To be able to set out the dimensions of a face on paper and add tonal value to create depth.</p> <p>To detail the head to resemble the person that they are drawing and create a realistic impression of the face.</p> <p>To be able to use and blend oil pastels.</p> <p>To be able to retell some of the history of Matisse</p> | <p>To draw a small colour wheel in sketchpad and using key vocabulary annotate the wheel linking the different colours to emotions/moods.</p> <p>To create a range of experimental studies focussing on 'The Scream' by Edvard Munch.</p> | <p>To understand what is meant by the term art nouveau and create a decorative title and front page using characteristics of the style.</p> <p>To research the art movement and find facts and examples using ICT.</p> <p>To create and use elements of art nouveau style and apply them to a range of art work.</p> <p>To be able to recognise and know the meaning of key words relating to the topic</p> | <p>To be able to produce an accurate observational drawing of an animal skull or flower and present it neatly.</p> <p>To be able to research and investigate Mexican artists choosing from Jose Guadalupe Posada, Frida Kahlo and David Lozeau.</p> <p>To create artwork in the style of one of the named artists.</p> <p>To know a wider range of key words and their</p> |
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|              | and To create artwork in his style.                      |   | and use them when reflecting upon their own artwork.<br><br>To be able to present work in an original and visually exciting way using a variety of presentation techniques.<br><br>To be able upon reflection, to adapt their work according to their views and describe how they might develop it further. | meanings relating to the topic.<br><br>To write thoughtful and reflective personal responses about their own creative work and that of others. |
|              | <b>Famous Historical Portraits</b>                       | <b>Positive &amp; Negative Space</b>                    | <b>British Wildlife and nature</b>  | <b>Candy skull clay tile</b>   |
| T4 KNOWLEDGE | Know how to use paper tiles to create a mosaic portrait. | Know how negative and positive space is used in images. | Know how to create reductive prints in three colours using  | Know how to use clay effectively to make a candy skull tile from an original design.   |

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|           | <p>Know some of the history of mosaics and the Empress Theodora.</p> <p>Know how to apply different strokes of a brush and pen to create a variety of effects.</p> <p>Know how and why different artists used different styles of strokes.</p> | <p>Know how to create a composition of a simple man-made shape.</p> <p>Know how to construct their design accurately using scissors and glue.</p> <p>Know how to create a range of mark making effects and tonal value range using graphite pencils.</p> | <p>printing inks and adigraf.</p> <p>To know how to use a gouger and specialist sculpting tools safely.</p> <p>Know a range of key words and their meanings relating to the topic.</p> | <p>Know how to use specialist shaping tools and equipment safely to produce a high-quality candy skull tile.</p> <p>Know about firing and using a kiln to harden clay.</p> <p>Know how to use glaze or slips to add colour to a clay tile.</p> |
| T4 SKILLS | To be able to make and use paper mosaic tiles to create a mosaic.  | To be able to create negative and positive space pieces by cutting and sticking pieces of black paper.   | To be able to apply skills and make studies of British nature using a range of media including paint and   | To design an idea for a decorative candy skull tile.<br><br>To be able to make a quality clay tile using   |

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|  | <p>To be able to retell some of the history of mosaics and the life of the Empress Theodora.</p> <p>To be able to use a range of drawing skills with to create differing effects.</p> <p>To be able to explain why artists used different styles of brush and pen strokes.</p> <p>To recognise a range of key words relating to</p> | <p>To be able to enhance space with tonal value graded shading and mark making effects.</p> <p>To become more confident using a range of key words relating to the topic and understand their meaning.</p> | <p>watercolor crayons and fine liner.</p> <p>To be able to carve a designed print using specialist tools then create a series of reductive prints in more than one colour.</p> <p>To write thoughtful and reflective personal responses about their own creative work and that of others including the use of keywords.</p> <p>To consider and present their finished printing work in a creative way.</p> | <p>specialist tools and equipment.</p> <p>To apply colour with care to the candy skull tile.</p> <p>To be able to recognise and know the meaning of key words relating to the topic and use them when reflecting upon their own artwork.</p> <p>To write thoughtful and reflective personal responses about their own creative work and that of others.</p> |
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|                               | the topic and understand their meaning.   |   |  |  |
| <b>SUMMATIVE ASSESSMENT 2</b> | To provide an accurate and fair evaluation of pupil progress and learning, formative assessment will be ongoing. One key piece will be summatively assessed at the end of each half term. | To provide an accurate and fair evaluation of pupil progress and learning, formative assessment will be ongoing. One key piece will be summatively assessed at the end of each half term. | To provide an accurate and fair evaluation of pupil progress and learning, formative assessment will be ongoing. One key piece and a set homework will be summatively assessed at the end of each half term. | To provide an accurate and fair evaluation of pupil progress and learning, formative assessment will be ongoing. One key piece and a set homework will be summatively assessed at the end of each half term. |
| <b>Summer Term</b>            | <b>Gothic Art and Architecture</b>  | <b>Impressionism</b>  | <b>Pop Art</b>   | <b>Jurassic Coast Contemporary Landscape</b>   |
| <b>T5 KNOWLEDGE</b>           | Know the origins of gothic architecture and its purpose.<br><br>Know what a stained glass window is and how designs   | Know about the main characteristics of the Impressionist movement and its historical importance including how this style of painting  | Know how to select and use a range of media for observation and experimental studies in the Pop Art style.   | Know how to select and use a range of media for observation and experimental studies of Fossils.<br><br>Know what is meant by the term   |

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|  | <p>have evolved through time.</p> <p>Know how to use specialist equipment to aid technical drawings.</p> <p>Know how to create stained glass style drawings of archetypes.</p> <p>Know about arches and why they are significant in gothic architecture.</p> <p>Know how gothic art and architecture influenced future design and art movements.</p> | <p>developed to capture the moment; the shapes, colours and mood.</p> <p>Know how to recreate an impressionist art work and compare it to the original.</p> | <p>Know how to explore the roles and purposes of artists in different movements including Andy Warhol, Roy Lichenstein and other influential artists.</p> <p>Know about the main characteristics of the Pop Art movement and its historical timeline.</p> <p>Know how to create a pop art poster style work and compare it to that of Andy Warhol.</p> <p>Know a range of key words and their meanings</p> | <p>Jurassic Coast and how it inspires modern artists such as Gina Marshal, Cathy Veale and Rebecca Larder.</p> <p>Know how to compare ideas, methods and approaches in their own work and that of others.</p> <p>Know how to make marks and motifs using different weights of pen and line techniques.</p> <p>Know how to question and make thoughtful observations about starting points for art work including written</p> |
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|           |   |   | <p>relating to the topic.</p> <p>Know how to question and make thoughtful observations reflecting upon their work and that of others.</p>   | <p>personal responses.</p> <p>Know how to improve and develop their sketch book further drawing on a range of presentation techniques.</p>   |
| T5 SKILLS | <p>To be able to explain the origins of gothic architecture and its purpose and its impact on people.</p> <p>To be able to understand what a stained glass window is and its function.</p> <p>To be able to use drawing equipment to recreate</p> | <p>To be able to create a copy of one of the Claude Monet 'Haystacks' series using chalk pastels on coloured sugar paper.</p> <p>To be able to plan an outdoor space thinking about the colour pallet and create their own impressionist artwork from their idea.</p> | <p>To understand what is meant by the term Pop Art and create a decorative title and fact page using characteristics of the style.</p> <p>To research a major Pop Artists art movement and find facts and examples of their work using ICT.</p> | <p>To be able to select and use a range of media for observation and experimental studies of Fossils.</p> <p>To be inspired by the beauty of the Jurassic coast and the work of local contemporary artists.</p> <p>To compare differing styles of contemporary</p> |

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|  | <p>buildings and architectural features from the period.</p> <p>To be able to create stained glass style drawings of archetypes.</p> <p>.</p> | <p>To apply learned techniques to their own creative piece.</p> | <p>To be able to replicate and create a study of Roy Lichenstein 'Girl with a Ribbon' using felt pen techniques.</p> <p>To be able to create a pop art poster style work reflecting elements art by Andy Warhol such as the Campbell Soup screen prints.</p> <p>To write thoughtful and reflective personal responses about their own creative work and that of others including the use of keywords.</p> <p>To consider and present their</p> | <p>artists and create mark making using their influences.</p> <p>To practise mark and motif making techniques using a range pencil and fineliners.</p> <p>To be able to question and make thoughtful observations about starting points for art work including written personal responses.</p> <p>To create their own mark making art piece using different weights of pen.</p> |
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|              |  |  | finished graphic work in a creative way.  |  |
|              | <b>Gargoyle design and sculpture</b>   | <b>Post Impressionism</b>  | <b>Graffiti Art</b>   | <b>Individual Contemporary Landscape Art work</b>  |
| T6 KNOWLEDGE | <p>Know the difference between a gargoyle and a grotesque, their origins and functions.</p> <p>Know how to use a range of media for observation and experimental studies of Gargoyles.</p> <p>Know how to apply observational drawing.</p> | <p>Know about the work of artists including Georges Seurat (Neo Impressionism), Vincent Van Gogh (Post impressionist) and influences.</p> <p>Know how to create a composition of people in a group doing everyday things.</p> <p>Know how to apply pointillism techniques using guided mixed</p> | <p>Know how to explore the roles and purposes of artists in different movements including Keith Haring, Banksy and other influential artists.</p> <p>Know how to create pop art graffiti style artwork.</p> <p>Know techniques to replicate the pop art style in a range of material including corrugated card,</p> | <p>Know how to draw a landscape using detail, tone and line weight.</p> <p>Know how to add depth, tone and detail when drawing a landscape.</p> <p>Know how to create a vibrant contemporary landscape artwork using a range of media</p> <p>To know a variety of researching methods in order</p> |

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|           | <p>Know how a design process works.</p> <p>Know how to make a pitch pot out of clay.</p> <p>now how to use 'score and slip' techniques to join pieces of clay together.</p> <p>To know what modeling and carving in clay is and how to apply them.</p> <p>To know how to apply a colour slip and a glaze.</p> <p>To know the stages of a firing.</p> | <p>media.</p> <p>Know how to create post impressionist art techniques using long brushstrokes and mark making.</p> <p>Know how to use ink and dipping pens, safely and with care to recreate impressionistic artwork in the style of the artists.</p> | <p>papers and bubble wrap.</p> <p>Know a range of key words and their meanings relating to the topic.</p> <p>Know how to question and make thoughtful observations reflecting upon their work and that of others.</p> | <p>to collect reference images.</p> <p>To know how to find visual resources to inspire and structure a contemporary composition.</p> <p>To know a wider range of key words and their meanings relating to the topic.</p> |
| T6 SKILLS | To be able to explain the difference between a   | To be able to recreate an impressionist artwork in the style  | To be able to create 3D graphics/mickey graphic in the style  | To be inspired by the beauty of the Jurassic coast and   |

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|  | <p>gargoyle and a grotesque and explain the functions.</p> <p>To observe gargoyles and create observational studies using tone in pencil and coloured pencil crayons.</p> <p>To be able to design a gargoyle to inform their 3D sculpture in clay.</p> <p>To</p> <p>To make a pinch pot out of clay apply sculpting techniques to create a clay gargoyle.</p> | <p>of Georges Seurat and add colour using a guided range of media.</p> <p>To be able to experiment with mark making and inks and use dipping pens with care.</p> <p>To create art using different lines/marks in sketchbooks.</p> <p>To use Van Gogh's work as a reference to develop their own art piece.</p> <p>To become more confident using a range of key words relating to the topic and understand their meaning.</p> | <p>of Pop Art using paint, card, papers and bubble wrap.</p> <p>To be able to recognise past and present work and create art in the style of graffiti artists Keith Haring and Banksy.</p> <p>To create artwork in the style of Keith Haring.</p> <p>To write thoughtful and reflective personal responses about their own creative work and that of others.</p> | <p>create an individual artwork.</p> <p>To collect visual resources research in a variety of ways.</p> <p>To understand and apply principles of tone, size and detail to show depth when sketching a landscape outdoors.</p> <p>To feel confident about sketching an outdoor landscape.</p> <p>To create a piece of artwork focussing on a local landscape of their choice, applying mark making</p> |
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|  | <p>To be able to consider and add colour to the gargoyle ceramic sculpture using glaze and slips.</p> <p>To have a basic understanding of the firing process and use of the kiln.</p> <p>To recognise a range of key words relating to the topic and understand their meaning.</p> |  |  | <p>techniques in a choice of media.</p> <p>To be able to question and make thoughtful observations about starting points for art work including written personal responses.</p> <p>To self-reflect, improve and develop their sketch book further using their preferred style giving ownership and pride at the end of the course.</p> <p>To use and understand a wider range of key words and their meanings relating to the topic.</p> |
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| <b>SUMMATIVE ASSESSMENT 3</b> | To provide an accurate and fair evaluation of pupil progress and learning, formative assessment will be ongoing. One key piece will be summatively assessed at the end of each half term. | To provide an accurate and fair evaluation of pupil progress and learning, formative assessment will be ongoing. One key piece will be summatively assessed at the end of each half term. | To provide an accurate and fair evaluation of pupil progress and learning, formative assessment will be ongoing. One key piece and a set homework will be summatively assessed at the end of each half term. | To provide an accurate and fair evaluation of pupil progress and learning, formative assessment will be ongoing. One key piece and a set homework will be summatively assessed at the end of each half term. |

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| <b>Curriculum Enrichment</b> | <p>Wessex MAT Collaborative Art Event at The Thomas Hardy School</p> <p>Trip to see degree shows at AUB</p> <p>Visit during the summer term to see the end of year GCSE and A level exhibitions in Art and Design at The Thomas Hardy School.</p> |
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