



Art Long Term Curriculum Map

The curriculum has been developed by using and widening the National Curriculum in order to produce a broad and balanced progressive, sequential long term plan with consideration of the local area and resource. All aspects of which comply with legislation and national guidance, this includes the teaching of Careers Education, Information, Advice and Guidance (CEIAG) across school.

The intent of our art curriculum is to deliver a curriculum which is accessible to all and will inspire happy confident independent learners who are prepared for their next stages of education and/or adulthood.

Many of our pupils have had a very disrupted Educational Journey and lack previous experience of Art teaching and learning. Therefore many come to us with only the very basic levels of knowledge and skills. We work from the level of the pupil and endeavor to build on those foundations to make progress in terms of skills and knowledge.

Levels of progression: Emerging, Developing and Secure

Within each half-term, the skills and 'I can' statements are grouped by depth of understanding — Emerging (first steps with this knowledge/skill), Developing (building secure understanding), and Secure (confident and independent within this area). This reflects the wide range of starting points and rates of progress across our learners.

EMERGING – first steps | **DEVELOPING** – building secure understanding | **SECURE** – confident and independent

Reception and Y1

EMERGING – first steps | **DEVELOPING** – building secure understanding | **SECURE** – confident and independent

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Autumn 1 Artists: Pollock, Monet, Chagall, Ben Mosely, Van Gogh. EMERGING • Name all the colours • Mixing of colours • Find collections of colour • Applying colour with a range of tools. • I can name the primary and secondary colours.	Autumn 2 Artists: Henry Moore, Barbara Hepworth, Andy Goldsworthy. EMERGING • Make simple joins. • I can ask questions about a piece of Art. DEVELOPING • Construct/Use materials to make known objects for a purpose • Carve, pinch and roll coils and slabs using a modelling media. • I can cut and, roll and coil materials.	Spring 1 Artists: Leonardo Da Vinci, Vincent Van Gogh, Poonac. EMERGING • Explore different textures • Observe and draw landscapes • Observe patterns • Observe anatomy (faces, limbs.) DEVELOPING • Extend the variety of drawing tools • I can use pencils to create lines of different thickness in drawings. • I can describe what I can see and give an opinion about the work of an artist.	Spring 2 Artists: Linda Caverley, Molly Williams, William Morris, Gustav Klimt. EMERGING • Weaving • Collage DEVELOPING • Sorting according to specific qualities • Learning how textiles create things. • I can use it to create a picture.	Summer 1 Artists: Picasso, Dan Mather, Andy Warhol EMERGING • Create patterns • Develop impressed images • Relief printing DEVELOPING • I can create a repeating pattern in print. • I can create moods in Art work. • I can show how people feel in paintings and drawings.	Summer 2 Artists: Joan Miro, Bridget Riley, Escher, Paul Klee EMERGING • Awareness and discussion of pattern • Repeating patterns symmetry DEVELOPING • I can create a repeating pattern in print. • I can create moods in Art work. • I can show how people feel in paintings and drawings.

Year 2

EMERGING – first steps | **DEVELOPING** – building secure understanding | **SECURE** – confident and independent

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Autumn 1 Artists: Pollock, Monet, Chagall, Ben Mosely, Van Gogh. EMERGING ● Begin to describe colours by objects DEVELOPING ● Make as many tones of one colour as possible (using white) ● Darken colours without using black ● Using colours on a large scale ● I can mix paint to create all the secondary colours. ● I can create tones with paint by adding black. ● I create tints with paint by adding white. ● I can create brown with paint.	Autumn 2 Artists: Henry Moore, Barbara Hepworth, Andy Goldsworthy. EMERGING ● Awareness of natural and man-made forms ● Decorative techniques DEVELOPING ● Expression of personal experience and ideas ● To shape and form from direct observation (malleable and rigid materials) ● Replicate patterns and textures in 3D form ● Work and that of other sculptors. ● I can make a clay pot. ● I can join two clay finger pots together.	Spring 1 Artists: Leonardo Da Vinci, Vincent Van Gogh, Poonac. DEVELOPING ● Experiment with tools and surfaces ● Draw a way of recording experiences and feelings ● Discuss use of shadows, use of light and dark ● Sketch to make quick records ● I can use charcoal, pencil and pastel to create art. ● I can choose and use three different grades of pencil when drawing. ● I can suggest how artists have used colour, pattern and shape.	Spring 2 Artists: Linda Caverley, Molly Williams, William Morris, Gustav Klimt. EMERGING ● Simple applique work DEVELOPING ● Overlapping and overlaying to create effects ● Use large eyed needles-running stitches ● Start to explore other simple stitches collages ● I can create a piece of art in response to the work of another artist.	Summer 1 Artists: Picasso, Dan Mather, Andy Warhol EMERGING ● Identify the different forms of printing takes. DEVELOPING ● Print with a growing range of objects ● I can create a printed piece of art by pressing, rolling, rubbing and stamping. ● I can use different effects within an IT paint package ● I can use a view finder to focus on a specific part of an artefact before drawing it.	Summer 2 Artists: Joan Miro, Bridget Riley, Escher, Paul Klee EMERGING ● Natural and manmade patterns DEVELOPING ● Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning ● Discuss regular and irregular patterns ● I can create a printed piece of art by pressing, rolling, rubbing and stamping. ● I can use different effects within an IT paint package ● I can use a view finder to focus on a specific part of an artefact before drawing it.

Year 3

EMERGING – first steps | **DEVELOPING** – building secure understanding | **SECURE** – confident and independent

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Autumn 1 <i>Artists: Pollock, Monet, Chagall, Ben Mosely, Van Gogh.</i> EMERGING • Colour mixing • Make colour wheels DEVELOPING • Introduce different types of brushes • Use techniques apply colour using dotting, scratching, splashing • I can create background using a wash. • I can use a range of brushes to create different effects in painting.	Autumn 2 <i>Artists: Henry Moore, Barbara Hepworth, Andy Goldsworthy.</i> EMERGING • Plan and develop DEVELOPING • Shape, form, model and construct (malleable rigid materials) • Understanding of different adhesives and methods of construction aesthetics • I can recognise when art is from different historical periods.	Spring 1 <i>Artists: Leonardo Da Vinci, Vincent Van Gogh, Poonac.</i> EMERGING • Close observation DEVELOPING • Experiment with the potential of various pencils • Draw both positive and negative shapes • Initial sketches as preparation for painting • Accurate drawings of people- particularly faces • I can use different grades of pencils to shade and show different tones and textures • I can use sketches to produce a final piece of art. • I can show facial expressions in my art.	Spring 2 <i>Artists: Linda Caverley, Molly Williams, William Morris, Gustav Klimt.</i> EMERGING • Weaving, Tie dying, batik • I can identify the techniques used by different artists. DEVELOPING • Use smaller eyed needles and finer threads • I can use it to create art which includes my own and that of others. SECURE • I can compare the work of different artists.	Summer 1 <i>Artists: Picasso, Dan Mather, Andy Warhol</i> EMERGING • Relief and impressed printing • Recording textures/ patterns • Mono printing DEVELOPING • Colour mixing through overlapping colour prints • I can recognise when art is from different cultures.	Summer 2 <i>Artists: Joan Miro, Bridget Riley, Escher, Paul Klee</i> EMERGING • Pattern in the environment • Design using IT • Symmetry DEVELOPING • Make patterns on a range of surfaces • I can use digital images and combine with other media in my art.

Year 4

EMERGING – first steps | **DEVELOPING** – building secure understanding | **SECURE** – confident and independent

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Autumn 1 Artists: Pollock, Monet, Chagall, Ben Mosely, Van Gogh. EMERGING ● Observe colours ● Colour to reflect mood ● Colours DEVELOPING ● Colour mixing and matching; tint, tone, shade ● Suitable equipment for the task ● I can paint onto different materials using at least four ● I can use marks and lines to show textures in my art.	Autumn 2 Artists: Henry Moore, Barbara Hepworth, Andy Goldsworthy. EMERGING ● Plan and develop ● Experience surface patterns/ texture DEVELOPING ● Discuss own work and work of other sculptors ● I can sculpt clay and other moldable materials SECURE ● Analyse and interpret natural and manmade forms of construction ● I can explain some of the features of art from historical periods.	Spring 1 Artists: Leonardo Da Vinci, Vincent Van Gogh, Poonac. EMERGING ● Identify and draw the effect of light ● Scale and proportion ● Computer generated drawings DEVELOPING ● Accurate drawings of whole people including proportion and placement ● Work on a variety of scales ● I can show facial expressions and body language in sketches and paintings. ● I can use line, tone, shape and colour to represent figure and forms in movement. ● I can integrate my digital images into my art.	Spring 2 Artists: Linda Caverley, Molly Williams, William Morris, Gustav Klimt. EMERGING ● Comparing different fabrics. DEVELOPING ● Use a wider variety of stitches ● Observation and design of textural Art ● Experimenting with creating mood, feeling, movement ● I can paint onto different materials using at least four colours. ● I can experiment with the styles used by other artists.	Summer 1 Artists: Picasso, Dan Mather, Andy Warhol EMERGING ● Modify and adapt print DEVELOPING ● Use sketchbook for recording textures/ patterns. ● I can show reflections in my art. ● I can experiment with the styles used by other artists ● I can use marks and lines to show texture in my art. SECURE ● Interpret environmental and manmade patterns.	Summer 2 Artists: Joan Miro, Bridget Riley, Escher, Paul Klee EMERGING ● Explore environmental and manmade patterns ● Tessellation DEVELOPING ● I can integrate my digital images into my art.

Year 5

EMERGING – first steps | **DEVELOPING** – building secure understanding | **SECURE** – confident and independent

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Autumn 1 <i>Artists: Pollock, Monet, Chagall, Ben Mosely, Van Gogh.</i> EMERGING ● Explore the use of texture in colour ● Colour for purposes ● I can identify and draw objects and use marks and lines to produce texture DEVELOPING ● Hue, tint, tones, shades and mood ● I can use shading to create mood and feeling.	Autumn 2 <i>Artists: Henry Moore, Barbara Hepworth, Andy Goldsworthy.</i> EMERGING ● Plan and develop ideas ● Observation or imagination ● Properties of media DEVELOPING ● Shape, form, model and join SECURE ● Discuss and evaluate own work and that of other sculptors ● I can research the work of an artist and use their work to replicate a style.	Spring 1 <i>Artists: Leonardo Da Vinci, Vincent Van Gogh, Poonac.</i> EMERGING ● Concept of perspective DEVELOPING ● Effect of light on objects and people from different directions ● Produce increasingly accurate drawings of people ● I can organise line, tone, shape and colour to represent figures and forms in movement. ● I can express emotion in my art. SECURE ● Interpret the texture of a surface ● I can successfully use shading to create mood and feeling.	Spring 2 <i>Artists: Linda Caverley, Molly Williams, William Morris, Gustav Klimt.</i> EMERGING ● Select and use materials ● Embellish work ● Fabric making ● Artists using textiles. DEVELOPING ● Use stories, music, poems as stimuli SECURE ● I can research the work of an artist and use their work to replicate a style.	Summer 1 <i>Artists: Picasso, Dan Mather, Andy Warhol</i> EMERGING ● Combining prints ● Design prints ● Make connections DEVELOPING ● I can create an accurate print design following criteria. SECURE ● Discuss and evaluate own work and that of others ● I can research the work of an artist and use their work to replicate style.	Summer 2 <i>Artists: Joan Miro, Bridget Riley, Escher, Paul Klee</i> EMERGING ● Create patterns for purposes DEVELOPING ● Create own abstract pattern to reflect personal experiences and expression ● I can use images which I have created, scanned and found, altering them where necessary to create art.

Year 6

EMERGING – first steps | **DEVELOPING** – building secure understanding | **SECURE** – confident and independent

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Autumn 1 Artists: Pollock, Monet, Chagall, Ben Mosely, Van Gogh. EMERGING - Explore the use of texture in colour - Colour for purposes - Colour to express feelings DEVELOPING - Hue, tint, tones, shades and mood SECURE - I can explain why I have chosen specific techniques to create my art.	Autumn 2 Artists: Henry Moore, Barbara Hepworth, Andy Goldsworthy. EMERGING - Plan and develop ideas - Observation or imagination - Properties of media DEVELOPING - Shape, form, model and join SECURE - Discuss and evaluate own work and that of other sculptors - I can explain the style of my work and how it has been influenced by a famous artist. - I can explain why I have used different tools to create art.	Spring 1 Artists: Leonardo Da Vinci, Vincent Van Gogh, Poonac. EMERGING - Concept of perspective DEVELOPING - Effect of light on objects and people from different directions - Produce increasingly accurate drawings of people SECURE - Interpret the texture of a surface - I can explain why I have chosen specific techniques in my art.	Spring 2 Artists: Linda Caverley, Molly Williams, William Morris, Gustav Klimt. EMERGING - Develops experience in embellishing DEVELOPING - Applies knowledge of different techniques to express feeling - Work collaboratively on a larger scale SECURE - I can explain the style of my work and how it has been influenced by a famous artist.	Summer 1 Artists: Picasso, Dan Mather, Andy Warhol EMERGING - Screen printing - Explore printing techniques used by various artists DEVELOPING - Builds up drawings and images of whole or parts of items using techniques - I can over print to create different patterns. SECURE - I can explain the style of my work and how it has been influenced by a famous artist. - I can explain why I have used different tools to create art.	Summer 2 Artists: Joan Miro, Bridget Riley, Escher, Paul Klee EMERGING - Create pattern for purposes DEVELOPING - Create own abstract pattern to reflect personal experiences and expression - I can use a range of E-resources to create art.

Ongoing focus (whole year)

SECURE

- I can use feedback to make amendments and improvements in my art. Ongoing

Year 7 (Key Stage 3)

EMERGING – first steps | **DEVELOPING** – building secure understanding | **SECURE** – confident and independent

Ongoing skills — Exploring & Developing, Evaluation, Exploring Artists, Digital Imaging

EXPLORING AND DEVELOPING

EMERGING

- To record simple media explorations in sketchbooks.
- To explore the effects of different materials.
- To be guided by a teacher to use simple skills and techniques related to a chosen brief to produce a final piece.

DEVELOPING

- To use ideas my teacher suggests to develop my work.
- To use a sketchbook to express feelings about a subject.
- To have simple links between own work and that of artists and designers e.g. use of colours.
- To verbally discuss my own ideas

EVALUATION

EMERGING

- To talk about the features they like in their own work and in the work of others.
- To begin to say what they think of different materials and techniques used.
- To verbally give opinions on their own work.
- To identify skills that they have used successfully with support.

SECURE

- To evaluate a range of existing products or pieces linked to the design brief.
- To evaluate ideas and products against design criteria.

Working Safely

DEVELOPING

- To work following H&S in practical classrooms, using a range of specialist tools, equipment and machines.

EXPLORING ARTISTS

EMERGING

- To research (with support) a given artist and describe what they think and feel about the work of a given artist, craft maker or designer.

SECURE

- To give simple reasoned opinions about the work of a given artist, craft maker or designer.
- To independently research chosen artists, craft makers and designers and express opinions and feelings based on their work.

DIGITAL IMAGING - SEE ALSO COMPUTER SCIENCE

EMERGING

- To be able to use a camera or iPad to photograph work with support.
- To be able to edit photos using basic software with support. e.g. Adding a filter.
- To be able to use simple digital tools with support.

DEVELOPING

- To know how to document and save work as it progresses through photographs.
- To be able to open a picture digitally

Half-Termly Topics

Autumn 1 DRAWING	Autumn 2 COLLAGE	Spring 1 3D Ceramics	Spring 2 PAINTING	Summer 1 ARTIST DEEP DIVE	Summer 2 PRINTING
DRAWING EMERGING - To explore and begin to show control using a range of tools and media: fingers, hands, chalk, pens, paint and pencils. DEVELOPING - Produce lines of different thickness and tone using a pencil. - To experiment with mark making and give meaning to the marks they have made. - Start to produce simple patterns and textures from observations, imagination and illustrations. - Use stencils to create a picture. - To colour and draw within the lines using a range of media. - To draw simple shapes from a given picture. - To draw a simple form of a given artefact.	COLLAGE EMERGING - To begin to explore different ways of manipulating materials e.g. tearing. - To begin to choose and arrange papers and cards from a selection provided. - To begin to choose and arrange found objects and other collage materials provided. DEVELOPING - To stick paper and card to a surface with a range of glue. - To know simple vocabulary linked to collage media. Construction EMERGING - To measure, mark out and cut a shape using appropriate simple tools, from a template with support. - To explore and use simple mechanisms e.g. sliders and levers and how they create movement. - To join and assemble a range of different materials including timber, plastic, card, and textiles with support. - To understand how to create a simple stable shapes and structures with support DEVELOPING	3D Ceramics EMERGING - Explore creating a construction/ sculpture using a variety of objects e.g. recycled, malleable, natural and manmade materials. - To identify and distinguish sculptures from 2D art forms. DEVELOPING - To impress into malleable material such as playdough, clay or plasticine. - To apply simple decoration to a constructed piece. - To be introduced to simple sculptural techniques such as construction and impression. - To apply materials on top of existing structures e.g. boxes, yoghurt pots etc. - To develop a simple understanding of the properties of materials used. Textiles DEVELOPING - To decorate and join a range in fabrics using beads, buttons, feathers using glue. - To experiment with the creation and use of natural dyes e.g. onion skin, beetroot	PAINTING EMERGING - To name a range of colours. - To explore and experiment with different painting techniques. - To explore working with paint on different surfaces eg. onto rocks, clay or wood. DEVELOPING - To develop knowledge of the primary colours. - To develop knowledge of secondary colours. - To use primary colours in a creative response. - To mix and apply secondary colours in a creative response. - To experiment with paint using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads. - To know simple vocabulary linked to painting media.	ARTIST DEEP DIVE DEVELOPING - To know about great artists, craft makers and designers - To use a range of techniques to record observations in sketchbooks as a basis for exploring ideas - To develop creativity and ideas, and increase proficiency in their execution SECURE - To understand the historical and cultural development of art forms. - To use a range of techniques as used by the artist studied	PRINTING EMERGING - To explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. - To begin to produce patterns through printing. DEVELOPING - To take rubbings as a form of printmaking e.g. leaf, brick, coin. - To investigate textures through printing of objects and rubbings. - To know simple vocabulary linked to printing media.

Autumn 1 DRAWING	Autumn 2 COLLAGE	Spring 1 3D Ceramics	Spring 2 PAINTING	Summer 1 ARTIST DEEP DIVE	Summer 2 PRINTING
	● To understand and observe the use of different machinery in the workshop. ● To know simple vocabulary linked to construction ● To know and begin to use simple finishing techniques for timber. (sanding, varnishing, painting)	● To understand and explore the process of weaving e.g. pipe cleaners.			

Year 8 (Key Stage 3)

EMERGING – first steps | **DEVELOPING** – building secure understanding | **SECURE** – confident and independent

Ongoing skills — Exploring & Developing, Evaluation, Exploring Artists, Digital Imaging

EXPLORING AND DEVELOPING

EMERGING

- To make simple annotations

DEVELOPING

- To use sketchbooks to record media explorations and experiments with little support.
- To use a sketchbook to plan and develop simple ideas.
- To use sketchbooks to explore a range of visual elements for a final piece.
- To use given examples of artists and designers' styles to inform a creative response.
- To use a range of materials based on discussion to develop creative ideas in sketchbooks provided.
- To apply some taught skills and techniques to produce a creative response to a brief.

EVALUATION

EMERGING

- To verbally give opinions on their own work on whether it represents their planned ideas, thoughts & feelings.

DEVELOPING

- To give opinions of their own and others' designs and begin to give reasons for their opinions.
- To say what they think of different materials and techniques and adapt use of these as needed.

SECURE

- To evaluate and investigate a range of existing products or pieces linked to the design brief.
- To evaluate ideas and products against design criteria and modify design where appropriate
- To independently identify skills they have used successfully and those skills that they found more challenging.

Working Safely

DEVELOPING

- To work in a confident, safe and organised way in practical classrooms, using different tools, equipment and machines.

EXPLORING ARTISTS

EMERGING

- To research (with support) a given artist and describe what they think and feel about the work of a given artist, craft maker or designer.

SECURE

- To give simple reasoned opinions about the work of a given artist, craft maker or designer.
- To independently research chosen artists, craft makers and designers and express opinions and feelings based on their work.

DIGITAL IMAGING - SEE ALSO COMPUTER SCIENCE

DEVELOPING

- To be able to present pictures and work digitally and creatively.
- To be able to use different digital tools with independence and confidence.

SECURE

- To be able to use a camera or iPad to photograph work independently.
- To know how to document and save work as it progresses through photographs, and be able to explain the processes used.

- To be able to edit photos using specific software independently.

Half-Termly Topics

Autumn 1 DRAWING	Autumn 2 COLLAGE	Spring 1 3D Ceramics	Spring 2 PAINTING	Summer 1 ARTIST DEEP DIVE	Summer 2 PRINTING
DRAWING DEVELOPING ● To understand tone through the use of different grades of pencils (HB, 2B, 4B). ● To draw recognisable shapes and objects from observations. ● To use line and tone to create surface patterns and texture and begin to use them appropriately. ● To draw around objects and shapes and recognise them from their silhouettes. ● To use a range of drawing techniques such as hatching, scribbling, stippling, and blending using a range of media. ● To use a viewfinder to focus on a chosen part of a picture/artefact before drawing it. SECURE ● Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.	COLLAGE EMERGING ● To explore layering of chosen papers, fabric and other materials on a surface for effect.e.g. sea effect DEVELOPING ● To use natural materials to consider pattern and texture (e.g. stones, feathers, sticks, grasses, shells) within a design. ● To understand and begin to use relevant collage vocabulary when discussing their work or that of others. SECURE ● To independently explore different ways of manipulating materials e.g. tearing, folding, twisting. ● To purposefully arrange and stick torn paper, fabrics and other materials to a surface using a range of glue. Construction EMERGING ● To understand, observe and use machinery in the workshop, with support ● To use simple finishing techniques for timber, with support. (sanding, varnishing, painting) DEVELOPING	3D Ceramics EMERGING ● To explore a range of sculptural techniques in relation to a creative response. DEVELOPING ● Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay mask. ● To develop knowledge and understanding of different ways to finish personal 3D responses e.g. glaze, paint, polish. ● To recognise and appreciate sculptural forms in the environment. ● To model over a simple armature e.g. newspaper frame for Modroc. ● To apply property knowledge within the used processes. SECURE ● To manipulate malleable materials in a variety of ways including rolling, pinching and kneading and begin to explore carving. Textiles DEVELOPING ● To incorporate beads, buttons, feathers into a textile design piece by stitching and other techniques.	PAINTING EMERGING ● To identify a range of colours on a colour wheel. and begin to understand how colours can link to moods and feelings in art. ● To begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture(sawdust], blocking in colour, washes, thickened paint. DEVELOPING ● To apply knowledge of the primary colours and explore tints and shades of these. ● To apply knowledge of the secondary colours and explore tints and shades of these. ● To mix and match tints and shades of primary colours in various contexts. ● To mix and match tints and shades of secondary colours in various contexts. ● To select and use a range of painting implements to produce marks appropriate to work. E.g. small brush for small marks.	ARTIST DEEP DIVE DEVELOPING ● To know about great artists, craft makers and designers ● To use a range of techniques to record observations in sketchbooks as a basis for exploring ideas ● To develop creativity and ideas, and increase proficiency in their execution SECURE ● To understand the historical and cultural development of art forms. ● To use a range of techniques as used by the artist studied	PRINTING DEVELOPING ● To experiment with mark making onto printing blocks such as foam sheets. ● To begin printing in relief (e.g. String and card) and impressed (drawing into ink). ● Use equipment to create simple prints (e.g. mono - printing) with a clean image. ● Experiment with overprinting motifs and combining prints. ● To understand and begin to use relevant printing vocabulary when discussing their work or that of others

Autumn 1 DRAWING	Autumn 2 COLLAGE	Spring 1 3D Ceramics	Spring 2 PAINTING	Summer 1 ARTIST DEEP DIVE	Summer 2 PRINTING
	● To experiment use and understand a range of cams and followers and how different cams create different movements. ● To select, choose appropriate tools to join and assemble a range of materials including timber, plastic, card and textiles. ● To understand and begin to use relevant construction vocabulary when discussing their work or that of others. SECURE ● To confidently and safely measure, mark out and cut a shape using appropriate tools including using a template. ● To compare stability and effectiveness of different shapes and structures with growing independence.	● To experiment and explore the use of fabric pens on different fabrics. ● To know simple vocabulary linked to textiles. SECURE ● To independently apply more complex textile colouring techniques and knowledge e.g. tie- dying and batik. ● To independently create a loom for a creative	● To work with paint on a range of different scales and surfaces. ● To understand and begin to use relevant painting vocabulary when discussing their work or that of others.		

Year 9 (Key Stage 3)

EMERGING – first steps | **DEVELOPING** – building secure understanding | **SECURE** – confident and independent

Ongoing skills — Exploring & Developing, Evaluation, Exploring Artists, Digital Imaging

EXPLORING AND DEVELOPING

DEVELOPING

- To use sketchbooks to collect and record visual information from different sources.
- To use sketchbooks to plan, try out ideas and adapt and improve original ideas.
- To work in a sustained and independent way to produce a creative response to a brief.

SECURE

- To independently generate and develop ideas relevant to purpose and intended outcome.
- To independently research the style of artists, craft makers or designers to influence the creative design process.
- To investigate visual and tactile qualities in materials in order to develop an understanding of the uses of material.
- To discuss and independently annotate creative ideas in sketchbooks to inform the design process.

EVALUATION

DEVELOPING

- To discuss and describe what they like about their own work and any problems they are trying to solve.
- To use investigations of existing products and pieces to inform own design process and products

SECURE

- To independently identify strengths and weaknesses in their own and others' designs in response to the design brief.
- To continually evaluate and adapt the use of materials and techniques throughout a design project.
- To evaluate against design criteria, using appropriate testing and considering the needs of the user and technical and creative aspects.
- To confidently identify skills that they need to improve on and how they are going to achieve this.

Working Safely

SECURE

- To use specialist tools, equipment and machinery in the practical classrooms and be able to explain how to use them following H&S in an appropriate manner.

EXPLORING ARTISTS

EMERGING

- To research (with support) a given artist and describe what they think and feel about the work of a given artist, craft maker or designer.

SECURE

- To give simple reasoned opinions about the work of a given artist, craft maker or designer.
- To independently research chosen artists, craft makers and designers and express opinions and feelings based on their work

DIGITAL IMAGING - SEE ALSO COMPUTER SCIENCE

DEVELOPING

- To be able to use a camera to photograph work from different angles considering composition and lighting.
- To be able to present work digitally and creatively while including personal comments and opinions.
- To be able to edit photos using specific software, and be able to explain/discuss visual differences.
- To be able to use different digital tools, selecting which tools are

Half-Termly Topics

Autumn 1 DRAWING	Autumn 2 COLLAGE	Spring 1 3D Ceramics	Spring 2 PAINTING	Summer 1 ARTIST DEEP DIVE	Summer 2 PRINTING
DRAWING DEVELOPING - To draw increasingly complex shapes from observations, considering scale and proportion (Shape). - To apply drawing techniques including stencils within a creative response. - To apply a range of drawing techniques for a specific purpose within their own work. - To apply and demonstrate close observation skills using a variety of viewfinders. - To use artefacts as a stimulus when drawing and designing. SECURE - To independently draw in their own style using chosen drawing media for a creative purpose. - To consider media, pencil grade and techniques (line, tone, colour) for a purpose e.g. representing movement, facial expressions. - To develop intricate patterns and surface texture using different grades of pencil and other implements to create lines and marks.	COLLAGE DEVELOPING - To apply different ways of manipulating materials e.g. tearing, folding, twisting, curling, cutting, dying. - To investigate different ways of layering and attaching materials to create effects and textures. - To purposefully select, sort and arrange papers, fabrics and other materials in response to a range of designs. - To understand and apply a range of collage vocabulary in relation to their own response. SECURE - To apply techniques of textured collages through the use of a wide range of materials. Construction DEVELOPING - To use and understand simple pneumatic systems and pulleys and how they create a range of movement. - To understand and apply a range of construction vocabulary in relation to their own response. SECURE - To confidently select appropriate hand tools and measure, mark out and cut a shape independently.	3D Ceramics DEVELOPING - To apply a range of sculptural techniques to produce a well thought out constructed piece. - To understand and apply a range of 3D vocabulary in relation to their own response. SECURE - To independently model relief and freestanding work using a range of media. - To independently use a range of techniques such as joining clay using slip, coiling, carving and decorating. - To independently apply different ways to finish work e.g. glaze, paint, polish for a chosen effect. - To independently apply knowledge and understanding of existing sculptural forms within the production of their own work. - To independently model over an armature and over constructed foundations. - To independently apply a range of processes with consideration for the properties of materials. Textiles DEVELOPING - To incorporate beads, buttons, feathers into a textile design piece by	PAINTING DEVELOPING - To use tints and shades to show light and dark within painting. - To demonstrate and apply knowledge of complementary colours. - To accurately mix and match colours to a given object or picture. - To demonstrate control when applying various paints and paint techniques for a range of effects. SECURE - To independently apply paint in a sustained way with understanding of colour, tints, tone and shade. - To independently mix colours to create a desired mood or effect. - To independently use a range of painting implements for a specific purpose in their creative response. - To consider composition, scale and proportion within their paintings. 9. To understand and apply a range of painting vocabulary in relation to their own response.	ARTIST DEEP DIVE DEVELOPING - To know about great artists, craft makers and designers - To use a range of techniques to record observations in sketchbooks as a basis for exploring ideas - To develop creativity and ideas, and increase proficiency in their execution SECURE - To understand the historical and cultural development of art forms. - To use a range of techniques as used by the artist studied	PRINTING EMERGING - To explore printing using multiple colours for effect. DEVELOPING - To understand and apply a range of printing vocabulary in relation to their own response. SECURE - To independently design and create a printing block. - To independently use mono- and relief printing blocks. - To independently apply printing techniques within a mixed media response.

Autumn 1 DRAWING	Autumn 2 COLLAGE	Spring 1 3D Ceramics	Spring 2 PAINTING	Summer 1 ARTIST DEEP DIVE	Summer 2 PRINTING
	● To confidently select the correct tools, equipment and joining methods to assemble a range of materials for a designed purpose. ● To compare the strength and stability of different structures in an aesthetically pleasing design ● To independently use the machinery in the workshop. ● To independently select and use an appropriate finishing technique for timber. (sanding, varnishing, painting)	stitching and other techniques. ● To understand and apply a range of textile vocabulary in relation to their own response. SECURE ● To independently apply more complex textile colouring techniques and knowledge e.g. tie- dying and batik. ● To independently create a loom for a creative outcome ● To independently apply more complex textile manipulation techniques and knowledge e.g. applique, patchwork and weaving within a creative piece.			