



Yr Group	Topic	Lesson Content (Order)	What do pupils need to know	Skills utilised / subject disciplines	Progression (Yr7 to 8 to 9 to KS4 to KS5)	Cross Curricular Links / Transferable knowledge.	Assessment
							Art Department Marking Policy.
7	Portraiture 	Self-portrait baseline assessment.	<ul style="list-style-type: none"> <li>To use observation to compose their portrait.</li> <li>To utilise space effectively when creating their portrait.</li> <li>To utilise time effectively when creating their portrait.</li> </ul>	<ul style="list-style-type: none"> <li>Pencil drawing.</li> </ul>			
		Features.	<ul style="list-style-type: none"> <li>How to sketch with pencil effectively.</li> <li>How to create and use 'guidelines' to structure features.</li> <li>How to use observation to ensure accuracy.</li> <li>Understand the shapes associated with facial features.</li> <li>Understand the concept of 'mastery'.</li> </ul>	<ul style="list-style-type: none"> <li>Pencil drawing (use of line).</li> <li>Pencil drawing (sketching).</li> <li>Observational skills.</li> </ul>	Foundation skills required for KS3,4,5.  KS4 AO3-Record.		Teacher led written marking. WWW and EBI. Pupils should respond to EBI in their final piece.
		The Final Piece. Proportions of the human face.	<ul style="list-style-type: none"> <li>How to construct guidelines to ensure proportional accuracy.</li> <li>How to assemble features to form a proportionally accurate face.</li> <li>Understand the concept of 'The Final Piece'.</li> </ul>	<ul style="list-style-type: none"> <li>Pencil drawing (use of line).</li> <li>Pencil drawing (sketching).</li> <li>Observational skills.</li> </ul>	Foundation skills required for KS3,4,5.		
		The Final Piece. Tone, Texture and Highlight.	<ul style="list-style-type: none"> <li>The properties of pencil grades (HB, 6B).</li> <li>Understand how tone, texture and light gives a surface shape and form.</li> <li>How to use a pencil to create tone.</li> </ul>	<ul style="list-style-type: none"> <li>Pencil drawing (creating tone, texture, fades).</li> <li>Drawing with an eraser.</li> </ul>	Foundation skills required for KS3,4,5.		Written peer assessment with verbal QA from teacher.

			<ul style="list-style-type: none"> <li>• How to use a pencil to create texture.</li> <li>• How to use a pencil to create fades.</li> <li>• How to use negative space to create light.</li> <li>• How to use an eraser to create light and control tone.</li> <li>• Understand how to use observation to position tone, texture and light on the face accurately.</li> <li>• Understand why certain areas of the face require tone, texture and light.</li> </ul>	<ul style="list-style-type: none"> <li>• Observational skills.</li> </ul>	<p>KS4 AO3-Record.</p> <p>KS4 AO2-Refine.</p> <p>KS4 AO4-Present</p>		
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Cultural Capital (Essential general knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.

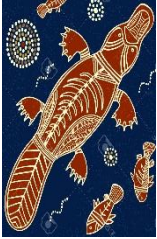
Challenging pupils' preconceptions on homophones- many art terms are familiar words not understood in an art context eg. 'form' (form room, form a line), 'highlight' (football highlights), 'tone' (tone of voice).

What is a portrait? The difference between a portrait and a self-portrait. The difference between a portrait and other art forms.


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							Art Department Marking Policy.
7	Portraiture. Working in the style of Picasso. 	Understanding the artist.	<ul style="list-style-type: none"> <li>• How to identify characteristics associated with the artist's work.</li> <li>• How they use line.</li> <li>• How they use colour.</li> <li>• How they compose their portraits.</li> <li>• Use of multiple viewpoints.</li> <li>• Deconstruction of the face.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication skills, written, verbal.</li> </ul>	KS4 AO1-Develop.  KS4 AO3-Record.	Spanish, life of the artist.	Questioning.  No hands up/ teacher in most cases to choose a pupil without hands up.
		Presenting information.	<ul style="list-style-type: none"> <li>• How to present information in both written and visual form.</li> <li>• How to use space.</li> <li>• How to balance.</li> <li>• Properties of effective composition.</li> <li>• How to create 'mood' associated with the theme.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation skills.</li> <li>• Literacy skills.</li> </ul>	KS4 AO1-Develop.  KS4 AO3-Record.		
		Intro to composing the portrait.	<ul style="list-style-type: none"> <li>• How to sketch.</li> <li>• How to compose a portrait in the style of Picasso.</li> <li>• Deconstructed features.</li> <li>• Multiple viewpoints.</li> <li>• Effective use of space.</li> <li>• Effective construction of shape.</li> <li>• How to identify successes and areas for improvement in own work.</li> </ul>	<ul style="list-style-type: none"> <li>• Pencil drawing (use of line).</li> <li>• Pencil drawing (sketching).</li> <li>• Observational skills.</li> </ul>	KS4 AO1-Develop.  KS4 AO2-Refine.  KS4 AO3-Record.		Self-assessment in written form in their sketchbooks. Written QA from teacher. Teacher MUST QA at this point to ensure pupils have sound targets to work towards in the following lessons.

		Developing composition of portrait.	<ul style="list-style-type: none"> <li>• How to sketch.</li> <li>• How to compose a portrait in the style of Picasso.</li> <li>• Deconstructed features.</li> <li>• Multiple viewpoints.</li> <li>• Effective use of space.</li> <li>• Effective construction of shape.</li> <li>• How to identify successes and areas for improvement in own work.</li> </ul>	<ul style="list-style-type: none"> <li>• Pencil drawing (use of line).</li> <li>• Pencil drawing (sketching).</li> <li>• Observational skills.</li> </ul>	KS4 AO1-Develop.  KS4 AO2-Refine.		
		Further development of composition.  Use of colour.	<ul style="list-style-type: none"> <li>• How to sketch.</li> <li>• How to compose a portrait in the style of Picasso.</li> <li>• Deconstructed features.</li> <li>• Multiple viewpoints.</li> <li>• Effective use of space.</li> <li>• Effective construction of shape.</li> <li>• Understand the properties of oil pastel.</li> <li>• How to use oil pastel to create colour fades.</li> <li>• How to use oil pastel to create colour blends.</li> <li>• Identify and use complementary colours.</li> <li>• Identify and use harmonious colours.</li> <li>• Identify positions of tone and highlights on a face.</li> <li>• How to identify successes and areas for improvement in own work.</li> </ul>	<ul style="list-style-type: none"> <li>• Pencil drawing (use of line).</li> <li>• Pencil drawing (sketching).</li> <li>• Observational skills.</li> <li>• Use of oil pastel</li> </ul>	KS4 AO1-Develop.  KS4 AO2-Refine.		
		Final Piece.	<ul style="list-style-type: none"> <li>• How to transfer preparatory work to a final piece.</li> <li>• How to sketch.</li> </ul>	<ul style="list-style-type: none"> <li>• Pencil drawing (use of line).</li> <li>• Pencil drawing (sketching).</li> </ul>	KS4 AO2-Refine.  KS4 AO4-		

			<ul style="list-style-type: none"> <li>• How to compose a portrait in the style of Picasso.</li> <li>• Deconstructed features.</li> <li>• Multiple viewpoints.</li> <li>• Effective use of space.</li> <li>• Effective construction of shape.</li> <li>• How to use oil pastel</li> <li>• How to use oil pastel to create colour fades.</li> <li>• How to use oil pastel to create colour blends.</li> <li>• Identify and use complementary colours.</li> <li>• Identify and use harmonious colours.</li> <li>• Identify positions of tone and highlights on a face.</li> <li>• How to identify successes and areas for improvement in own work.</li> </ul>	<ul style="list-style-type: none"> <li>• Observational skills.</li> <li>• Use of oil pastel.</li> </ul>	Present.		<p>Upon completion all final pieces-</p> <p>Peer Assessment- WWW+EBI- Pupil responds to peer's comment.</p>
<p>Cultural Capital (Essential general knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.</p>				<p>Challenging pupils' preconceptions on homophones- as above.</p> <p>Cubism- What it represents, how it came about, how it changed future art movements.</p>			


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7	Native Australian Art 	Understanding Native Australian Art.	How to identify characteristics associated with Native Australian Art.	<ul style="list-style-type: none"> <li>Communication skills, written, verbal.</li> </ul>	KS4 AO1-Develop.  KS4 AO3-Record.		Questioning.  No hands up/ teacher in most cases to choose a pupil without hands up.
		Presenting information.	<ul style="list-style-type: none"> <li>How to present information in both written and visual form.</li> <li>How to use space.</li> <li>How to balance.</li> <li>Properties of effective composition.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation skills.</li> <li>Literacy skills.</li> </ul>	KS4 AO1-Develop.  KS4 AO3-Record.		
		Recalling/ mastering skills.	<ul style="list-style-type: none"> <li>Recall and use key terms in context- line, tone, texture highlights.</li> <li>Recall drawing techniques, use of line.</li> </ul>	<ul style="list-style-type: none"> <li>Pencil drawing (use of line).</li> <li>Communication skills, written, verbal.</li> </ul>			
		Use of line, colour and pattern.	<ul style="list-style-type: none"> <li>How to mix watercolour paint to create earth colours.</li> <li>How to apply paint to create a flat finish.</li> <li>How to use coloured pencils to create line and pattern.</li> </ul>	<ul style="list-style-type: none"> <li>Use of paintbrush and watercolour paint.</li> <li>Use of coloured pencil.</li> </ul>	KS4 AO3-Record.		Pupils record in their sketchbooks their findings from colour theory practical tasks.

		Final Piece.	<ul style="list-style-type: none"> <li>• How to create an effective, balanced composition.</li> <li>• How to embellish a composition using paint pattern.</li> <li>• How to tell a story using characters and symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of colouring pencil.</li> <li>• Use of watercolour.</li> <li>• Use of scissors and glue.</li> <li>• Use of poster paint.</li> </ul>	<p>KS4 AO2- Refine.</p> <p>KS4 AO4- Present.</p>		<p>Upon completion all final pieces- Peer Assessment- WWW+EBI- Pupil responds to peer's comment.</p>
<p>Cultural Capital (Essential general knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.</p>				<p>Challenging pupils' preconceptions on how other cultures live and value art.</p>			

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8	Landscape. Working in the style of Percy Kelly 	Understanding the artist.	<ul style="list-style-type: none"> <li>• How to identify characteristics associated with the artists' work.</li> <li>• How they use line.</li> <li>• How they use colour.</li> <li>• How they use tone.</li> <li>• Why they create images of certain subjects.</li> <li>• Understand the artist's intentions.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication skills, written, verbal.</li> </ul>	KS4 AO1-Develop.  KS4 AO3-Record.	DT- Technical Drawing, 2 Point perspective.  Local history and geography.  English- Creative writing.	Questioning.  No hands up/ teacher in most cases to choose a pupil without hands up.
		Presenting information.	<ul style="list-style-type: none"> <li>• How to present information in both written and visual form.</li> <li>• How to use space.</li> <li>• How to balance.</li> <li>• Properties of effective composition.</li> <li>• How to create 'mood' associated with the theme.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation skills.</li> <li>• Literacy skills.</li> </ul>	KS4 AO1-Develop.  KS4 AO3-Record.		
		Drawing using 2-Point Perspective.	<ul style="list-style-type: none"> <li>• Understand how 2-point perspective is used to show depth in an image.</li> <li>• How to create fades by smudging soft pencil.</li> <li>• How to create a range of tones using soft pencil.</li> <li>• How to add tone to a flat sided 3-dimensional object effectively.</li> <li>• Understand the properties of hard graphite pencil.</li> <li>• Understand the properties of soft graphite pencil.</li> <li>• How to identify successes and areas for improvement in their own work.</li> </ul>	<ul style="list-style-type: none"> <li>• Pencil drawing. (Use of Line)</li> <li>• Pencil drawing. (Sketching)</li> <li>• Pencil drawing. (Use of tone)</li> <li>• Pencil drawing. (Smudging)</li> </ul>	KS4 AO1-Develop.  KS4 AO2-Refine.  KS4 AO3-Record.		Self-assessment in written form in their sketchbooks. Written QA from teacher. Teacher MUST QA at this point to ensure pupils have sound targets to work towards in the following lessons.

	<p>Watercolour painting.</p> <p>Sculpture.</p>	<ul style="list-style-type: none"> <li>• How to transfer preparatory work to a final piece.</li> <li>• Understand the properties of watercolour.</li> <li>• How to create fades.</li> <li>• How to create a range of tones.</li> <li>• How to imitate colours.</li> <li>• Understand the meanings of transparent and opaque in the context of watercolour paint.</li> <li>• How to identify successes and areas for improvement in their own work.</li> </ul> <ul style="list-style-type: none"> <li>• How to transfer preparatory work to a final piece.</li> <li>• Understand the properties of cardboard.</li> <li>• Understand the anatomy of a building. Key words and their meanings.</li> <li>• How to use paint for decorative purposes.</li> <li>• How to identify successes and areas for improvement in their own work.</li> </ul>	<ul style="list-style-type: none"> <li>• Pencil drawing. (Use of Line)</li> <li>• Pencil drawing. (Sketching)</li> <li>• Printing (dry point)</li> <li>• Watercolour painting.</li> </ul> <ul style="list-style-type: none"> <li>• Construction techniques.</li> <li>• Cutting. (Use of scissors/Craft knife.)</li> <li>• Attaching. (Use of PVA/Glue gun.)</li> <li>• Use of paint. (Stippling.)</li> </ul>	<p>KS4 AO2- Refine.</p> <p>KS4 AO4- Present.</p>		<p>Upon completion -</p> <p>Peer Assessment- WWW+EBI- Pupil responds to peer's comment.</p>
<p>Cultural Capital (Essential general knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.</p>			<p>Challenging pupils' preconceptions on homophones- as above.</p> <p>Exploring local art and the importance of understanding cultures close to home.</p>			



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8	Cultural Portraiture. Working in the style of Dolan Geiman. 	Understanding the artists. CEIAG	<ul style="list-style-type: none"> <li>• How to identify characteristics associated with the artists' work.</li> <li>• How the works are created.</li> <li>• Why they create images of certain subjects.</li> <li>• What is meant by the term 'Americana'.</li> <li>• How America became a multiracial, multicultural country.</li> <li>• What the role of a commercial artist is.</li> <li>• How a commercial artist earns money.</li> <li>• How a commercial artist promotes themselves.</li> <li>• Steps need to become a commercial artist.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication skills, written, verbal.</li> </ul>	KS4 AO1-Develop.  KS4 AO3-Record.	Geography. History of North America. Slave trade.	Questioning.  No hands up/ teacher in most cases to choose a pupil without hands up.
		Presenting information.	<ul style="list-style-type: none"> <li>• How to present information in both written and visual form.</li> <li>• How to use space.</li> <li>• How to balance.</li> <li>• Properties of effective composition.</li> <li>• How to create 'mood' associated with the theme.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation skills.</li> <li>• Literacy skills.</li> </ul>	KS4 AO1-Develop.  KS4 AO3-Record.		
		Recalling/ mastering skills.	<ul style="list-style-type: none"> <li>• Recall how to construct guidelines to ensue proportional accuracy in a face.</li> <li>• Recall how to assemble features to form a proportionally accurate face.</li> </ul>	<ul style="list-style-type: none"> <li>• Pencil drawing (use of line).</li> <li>• Pencil drawing (sketching).</li> <li>• Observational skills.</li> </ul>			
		Intro to technique.	<ul style="list-style-type: none"> <li>• Understand the concept and limitations of collage.</li> <li>• How to convert tonal areas of a face into shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective use of scissors and glue.</li> <li>• Observational skills.</li> </ul>	KS4 AO1-Develop.  KS4 AO2-Refine.		

		<ul style="list-style-type: none"> <li>• How to layer colours to give the effect of tone.</li> <li>• How to use acrylic paint/ pens/ oil pastel to sharpen and refine portrait.</li> <li>• Identify objects, motifs and images associated with various strands of Americana.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of pen/ acrylic paint/ oil pastel.</li> </ul>	KS4 AO3-Record.		
	Developing Technique.	<ul style="list-style-type: none"> <li>• Understand the concept and limitations of collage.</li> <li>• How to convert tonal areas of a face into shapes.</li> <li>• How to layer colours to give the effect of tone.</li> <li>• How to use acrylic paint/ pens/ oil pastel to sharpen and refine portrait.</li> <li>• Identify objects, motifs and images associated with various strands of Americana.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective use of scissors and glue.</li> <li>• Observational skills.</li> <li>• Use of pen/ acrylic paint/ oil pastel.</li> </ul>	KS4 AO1-Develop.  KS4 AO2-Refine.		Self-assessment in written form in their sketchbooks. Written QA from teacher. <b>Teacher MUST QA at this point to ensure pupils have sound targets to work towards in the following lessons.</b>
	Final Piece.	<ul style="list-style-type: none"> <li>• Understand the concept and limitations of collage.</li> <li>• How to convert tonal areas of a face into shapes.</li> <li>• How to layer colours to give the effect of tone.</li> <li>• How to use acrylic paint/ pens/ oil pastel to sharpen and refine portrait.</li> <li>• Identify objects, motifs and images associated with various strands of Americana.</li> <li>• Understand the properties and limitations of polyboard printing.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective use of scissors and glue.</li> <li>• Observational skills.</li> <li>• Use of pen/ acrylic paint/ oil pastel.</li> <li>•</li> </ul>	KS4 AO2-Refine.  KS4 AO4-Present.		<b>Part way through all final pieces pupils must assess their progress, teacher must QA before following lesson.</b>  <b>Upon completion all final pieces- Peer Assessment- WWW+EBI- Pupil responds to peer's comment.</b>

Cultural Capital (Essential general knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.

Challenging pupils' preconceptions on homophones- as above.


Exploring the cultures and peoples of North America and how multi-cultural societies are formed.

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							Art Department Marking Policy.
8	Cartography and the art of map making.	Understanding cartography.	<ul style="list-style-type: none"> <li>How to identify characteristics associated with cartography.</li> <li>How maps are created.</li> <li>Elements associated with map making.</li> <li>Geographical terms.</li> </ul>	<ul style="list-style-type: none"> <li>Communication skills, written, verbal.</li> </ul>	KS4 AO1-Develop.  KS4 AO3-Record.	Geography English – relating map making to The Hunger Games	Questioning.  No hands up/ teacher in most cases to choose a pupil without hands up.
		Presenting information.	<ul style="list-style-type: none"> <li>How to present information in both written and visual form.</li> <li>How to use space.</li> <li>How to balance.</li> <li>Properties of effective composition.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation skills.</li> <li>Literacy skills.</li> </ul>	KS4 AO1-Develop.  KS4 AO3-Record.		
		Intro to technique.	<ul style="list-style-type: none"> <li>How to create a balanced composition.</li> <li>How to create neat pencil lines.</li> <li>How to identify areas for improvement and implement changes.</li> </ul>	<ul style="list-style-type: none"> <li>Effective use of pencil to create a line drawing.</li> </ul>	KS4 AO1-Develop.  KS4 AO2-Refine.		Self-assessment in written form in their sketchbooks. Written QA from teacher. Teacher MUST QA at this point to ensure pupils have sound targets to work towards in the following lessons.
		Advanced Techniques.	<ul style="list-style-type: none"> <li>How to convert preparatory studies to larger scale final piece.</li> </ul>	<ul style="list-style-type: none"> <li>Effective use of pencil to create a line drawing.</li> </ul>	KS4 AO1-Develop.		Upon completion all final pieces-

		<ul style="list-style-type: none"> <li>• How to use printmaking to create map symbols.</li> <li>• How to use oil pastel to create fades and aquatic colour tones.</li> <li>• How to use colouring pencil to enhance designs.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective use of print, oil pastel, coloured pencil.</li> </ul>	KS4 AO2- Refine.  KS4 AO3- Record.		Peer Assessment- WWW+EBI- Pupil responds to peer's comment.
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Cultural Capital (Essential general knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.	Challenging pupils' preconceptions on homophones- as above.  Exploring map making through the ages.
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Yr Group	Topic	Lesson Content (Order)	What do pupils need to know	Skills utilised / subject disciplines	Progression (Yr7 to 8 to 9 to KS4 to KS5)	Cross Curricular Links / Transferable knowledge.	Assessment Art Department Marking Policy.
8	Steam Punk. Working in the style of Vladimir Gvozdev. 	Understanding the artists.	<ul style="list-style-type: none"> <li>• How to identify characteristics associated with the artists' work.</li> <li>• How the works are created.</li> <li>• Why they create images of certain subjects.</li> <li>• What is meant by the term 'Steam Punk'.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication skills, written, verbal.</li> </ul>	KS4 AO1-Develop.  KS4 AO3-Record.	History- Victorian times/Industrial revolution.	Questioning.  No hands up/ teacher in most cases to choose a pupil without hands up.
		Presenting information.	<ul style="list-style-type: none"> <li>• How to present information in both written and visual form.</li> <li>• How to use space.</li> <li>• How to balance.</li> <li>• Properties of effective composition.</li> <li>• How to create 'mood' associated with the theme.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation skills.</li> <li>• Literacy skills.</li> </ul>	KS4 AO1-Develop.  KS4 AO3-Record.		
		Animal Studies. Proportions. Anatomy.	<ul style="list-style-type: none"> <li>• Basic understanding of the anatomy and proportions of given animals.</li> <li>• Understand specific drawing techniques to ensure accuracy (grid drawing).</li> </ul>	<ul style="list-style-type: none"> <li>• Pencil drawing (use of line).</li> <li>• Pencil drawing (sketching).</li> <li>• Observational skills.</li> </ul>	KS4 AO1-Develop.  KS4 AO2-Refine.  KS4 AO3-Record.		
		Exploring materials. Planning a final piece.	<ul style="list-style-type: none"> <li>• Understand the properties and limitations of coloured pencils.</li> <li>• How to give a surface form by using coloured pencil to create tone, fades, highlights.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of oil pastel.</li> <li>• Use of ink and water.</li> </ul>	KS4 AO1-Develop.  KS4 AO2-Refine.		Self-assessment in written form in their sketchbooks.

			<ul style="list-style-type: none"> <li>• Understand the properties and limitations of biro.</li> <li>• How to give a surface form by using biro to create tone, fades, highlights.</li> </ul>		KS4 AO3-Record.		<p>Written QA from teacher.</p> <p>Teacher MUST QA at this point to ensure pupils have sound targets to work towards in the following lessons.</p>
	Final Piece. Painting group.	<ul style="list-style-type: none"> <li>• Basic understanding of the anatomy and proportions of given animals.</li> <li>• Understand specific drawing techniques to ensure accuracy (scaled up grid technique).</li> <li>• Understand the properties and limitations of acrylic and watercolour paint.</li> <li>• How to give a surface form by using acrylic and watercolour paint to create tone, fades, highlights.</li> <li>• How to construct a creature in the style of Vladimir Gvozdev using skills developed over previous lessons.</li> <li>• How to present a final piece in the theme of Steam Punk.</li> <li>• Identify artefacts, motifs, objects associated with Steam Punk.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective use of scissors and glue.</li> <li>• Observational skills.</li> <li>• Use of pen/ acrylic paint/ oil pastel.</li> </ul>	KS4 AO2-Refine.  KS4 AO4-Present.		<p>Upon completion all final pieces- Peer Assessment- WWW+EBI- Pupil responds to peer's comment.</p>	


Final Piece  
Boys focus  
group.  
Sculpture

- Basic understanding of the anatomy and proportions of given animals.
- Understand specific wire sculpting techniques (bending, twisting, attaching)
- Understand the properties and limitations of wire, cardboard and plastic.
- Use the following tools safely and effectively; pliers, scissors, snips, glue gun.
- How to construct a creature in the style of Vladimir Gvozdev using sculpting skills.
- How to present a final piece in the theme of Steam Punk.
- Identify artefacts, motifs, objects associated with Steam Punk.

Cultural Capital (Essential general knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.

Challenging pupils' preconceptions on homophones- as above.

Exploring genres and sub genres and how culture can be present across multiple platforms.

Yr Group	Topic	Lesson Content (Order)	What do pupils need to know	Skills utilised / subject disciplines	Progression (Yr7 to 8 to 9 to KS4 to KS5)	Cross Curricular Links / Transferable knowledge.	Assessment
8	The Art of Florian Nicolle  	Understanding the artist.  <b>CEIAG</b>	<ul style="list-style-type: none"> <li>• How to identify characteristics associated with the artists' work.</li> <li>• How the works are created.</li> <li>• Why they create images of certain subjects.</li> <li>• What is meant by the term 'Americana'.</li> <li>• How America became a multiracial, multicultural country.</li> <li>• <b>What the role of a commercial artist is.</b></li> <li>• <b>How a commercial artist earns money.</b></li> <li>• <b>How a commercial artist promotes themselves.</b></li> <li>• <b>Steps need to become a commercial artist.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Communication skills, written, verbal.</li> </ul>	KS4 AO1-Develop.  KS4 AO3-Record.		Questioning.  <b>No hands up/ teacher in most cases to choose a pupil without hands up.</b>
		Presenting information.	<ul style="list-style-type: none"> <li>• How to present information in both written and visual form.</li> <li>• How to use space.</li> <li>• How to balance.</li> <li>• Properties of effective composition.</li> <li>• How to create 'mood' associated with the theme.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation skills.</li> <li>• Literacy skills.</li> </ul>	KS4 AO1-Develop.  KS4 AO3-Record.		
		Intro to technique.	<ul style="list-style-type: none"> <li>• Understand the anatomy of the human eye.</li> <li>• Understand the limitations of and differences between acrylic and watercolour paint.</li> <li>• Understand how collage can be used as part of an artwork.</li> <li>• Understand how to imitate aspects found in FN's work.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective use of pencil.</li> <li>• Effective use of paintbrushes of several sizes and shapes.</li> </ul>	KS4 AO1-Develop.  KS4 AO2-Refine.		

		<ul style="list-style-type: none"> <li>• Understand how a grid is used to create an accurate drawing.</li> </ul>					
	Developing Technique.	<ul style="list-style-type: none"> <li>• How to transfer skills from preparatory eye study to a full portrait.</li> <li>• How to trace using dry point print technique.</li> <li>• Understand the anatomy of the human eye.</li> <li>• Understand the limitations of and differences between acrylic and watercolour paint.</li> <li>• Understand how collage can be used as part of an artwork.</li> <li>• Understand how to imitate aspects found in FN's work.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective use of pencil.</li> <li>• Effective use of paintbrushes of several sizes and shapes.</li> </ul>	KS4 AO1- Develop.	KS4 AO2- Refine.	KS4 AO3- Record.	<p>Self-assessment in written form in their sketchbooks. Written QA from teacher.</p> <p>Teacher MUST QA at this point to ensure pupils have sound targets to work towards in the following lessons.</p>

Cultural Capital (Essential general knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.

Challenging pupils' preconceptions on homophones- as above.  
 Exploring the working practices of contemporary commercial artists.