



The curriculum for this stage of students' education has been designed to be inclusive for all and build on the knowledge gained in KS2 where students should have produced creative work becoming increasingly proficient in drawing, painting, and sculpture. The aim is to increase their proficiency in the handling of different media and their confidence to develop their own ideas and style; to extend their range subject specific vocabulary and enable them to competently analyse and evaluate their own work, and that of others, in order to observe closely, think critically and discuss respectfully. Students will also acquire skills that can be applied to cross-curricular topics, allowing them to reflect on and explore topics in greater depth. This should foster a love of the arts and its application across the whole curriculum.

<p><b>HALF TERM 1: COLOUR THEORY</b></p> <p>Students will learn how to mix and apply colour correctly using a range of media.</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• primary, secondary, tertiary colours and how to mix them; understand complimentary and harmonious colour combinations.</li> <li>• how to use coloured pencil, paint, ink and dyes to create shades, tones, tints.</li> <li>• subject specific vocabulary relating to colour.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <p>Formal assessment based on working with colour (colour wheels and experiments with different media). Self and peer assessment opportunities and informal verbal feedback.</p>	<p><b>HALF TERM 2: PRAYER FLAGS</b></p> <p>Using Buddhist prayer flags and religious symbols for inspiration, students will design and make tie-dyed and applique bunting.</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• how to select and evaluate appropriate source material and images to influence the development of their work.</li> <li>• how to tie dye fabric using harmonious colour combinations.</li> <li>• how to simplify images to create a design to be applied onto bunting and use hand stitching to attach felt design.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <p>Formal assessment based on working with colour (materials/techniques experiments, designs and final flags) Self and peer assessment opportunities and informal verbal feedback.</p>	<p><b>HALF TERM 3: SWEETS</b></p> <p>The topic will begin with accurate, tonal observed studies to build students confidence. They will then develop these images into Pop Art inspired work.</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• how to produce accurate, tonal observed studies of sweets and lollipops using various media such as pencil, pen, coloured pencil.</li> <li>• how to analyse and evaluate appropriate Pop Art images by artists such as Andy Warhol, Sarah Graham and Wayne Thiebold.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <p>Formal assessment based on drawing skills (observed drawings of sweets using pencil, coloured pencil and pen) Self and peer assessment opportunities and informal verbal feedback.</p>
<p><b>HALF TERM 4: POP ART SWEETS</b></p> <p>The topic will begin with accurate, tonal observed studies to build students confidence. They will then develop these images into Pop Art inspired work.</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• how to use ICT (Paint/Word) to create Pop Art style repeat designs.</li> <li>• how to design and create Pop Art images in the style of artists such as Andy Warhol, Sarah Graham and Wayne Thiebold.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <p>Formal assessment based on working with colour, artist influence and design (composition experiments, painting, final piece) Self and peer assessment opportunities and informal verbal feedback.</p>	<p><b>HALF TERM 5: POP ART PORTRAITS</b></p> <p>Building on the Pop Art knowledge gained last terms students will create Pop Art portrait studies.</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• how to draw a tonal portrait study, ensuring the proportions are accurate.</li> <li>• how to analyse and evaluate appropriate Pop Art portraits by artists such as Lichtenstein and Julian Opie.</li> <li>• how to design and create a Pop Art portrait using water colour.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <p>Formal assessment based on drawing skills and artist analysis (observed portrait drawings, development of final piece) Self and peer assessment opportunities and informal verbal feedback.</p>	<p><b>HALF TERM 6: CUBIST PORTRAITS</b></p> <p>Students will develop their portraits into a Cubist style oil pastel study.</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• how to analyse and evaluate appropriate Cubist portraits by artists such as Picasso and Braque.</li> <li>• how to draw a tonal Cubist style portrait study.</li> <li>• how to design and create a Cubist portrait collage and oil pastel.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <p>Formal assessment based on drawing skills and artist analysis (observed portrait drawings, artist studies, final Cubist portrait) Self and peer assessment opportunities and informal verbal feedback.</p>

**Embedding this knowledge can be supported at home by** encouraging them to be creative – make visual diaries, take artistic photographs and practice the skills we are learning in class, visiting museums, exhibits, festivals, and free public events to encourage artistic growth and develop art appreciation and going online to enjoy art via the Google Art Project or museum and cultural institution websites.