



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 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: GREEN MAN</b></p> <p>The Green Man lives deep within our folklore, customs, myths and legends. These foliate faces weave together our past and our future even though the oldest are over 3,000 years old and found in all continents on buildings.</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• how to produce skilful and accurate observed drawings of leaves and seed pods using a range of media such as pencil, pen, coloured pencil, watercolour.</li> <li>• how to analyse and critically evaluate a range of source materials from different countries and times using subject specific terminology.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <p>Formal assessment based on working with drawing skills (observed drawings using pencil, coloured pencil, pen and paint)</p> <p>Self and peer assessment opportunities and informal verbal feedback.</p>	<p><b>HALF TERM 2: GREEN MAN</b></p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• the health and safety factors when working with clay.</li> <li>• techniques for working with clay to produce relief work – slab, coil, sgraffito, embossing.</li> <li>• how to design a clay Green Man mask.</li> <li>• how to build a clay Green Man mask.</li> <li>• how to add surface decoration using paint to the fired clay mask.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <p>Formal assessment based on working with clay (experimental tile, final Green Man mask)</p> <p>Self and peer assessment opportunities and informal verbal feedback.</p>	<p><b>HALF TERM 3: GEOMETRY IN ART</b></p> <p>Some famous artists that use mathematical principles in their art include Leonardo da Vinci and M.C. Escher. Geometric abstraction is a form of abstract art based on the use of geometric forms.</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• how to create skilful observed studies of objects such as cogs, cells, cross sections of fruit.</li> <li>• how to analyse and critically evaluate the work of artists such as Vasarely, Sonia Delauney, Beatrice Milhaze, Jennifer Sanchez using subject specific terminology.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <p>Formal assessment based on pattern/colour work and artist influence (pattern designs, written and visual analysis)</p> <p>Self and peer assessment opportunities and informal verbal feedback.</p>
<p><b>HALF TERM 4: GEOMETRY IN ART</b></p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• how to create symmetrical and tessellating patterns.</li> <li>• how to use complimentary, harmonious and clashing colours to create collage work.</li> <li>• how to create a batik panel based on their designs.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <p>Formal assessment based on pattern work, artist influence and final batik.</p> <p>Self and peer assessment opportunities and informal verbal feedback.</p>	<p><b>HALF TERM 5: FAIRTRADE</b></p> <p>Fair trade is an institutional arrangement designed to help producers in developing countries achieve better trading conditions.</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• how to analyse and critically evaluate Fairtrade art works such as African and Indian block prints and textile work.</li> <li>• how to create a series of design for press print work – border patterns and a central motif.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <p>Formal assessment based on pattern work and artist influence (pattern designs for print work, written and visual analysis).</p> <p>Self and peer assessment opportunities and informal verbal feedback.</p>	<p><b>HALF TERM 6: FAIRTRADE</b></p> <p>This half term student will be creating pieces of art that can be sold to raise money for Fairtrade projects around the world.</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• how to tie dye using harmonious colours.</li> <li>• how to dye and print a t-shirt or wall hanging.</li> <li>• how to create bookmarks, cards, art pieces using collage and print.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <p>Formal assessment based on pattern work and artist influence (final t-shirt and print work)</p> <p>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 practise 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.