


	<p>Intent: The FLP intent for Art and Design is that learners will explore a diverse range of traditional and contemporary Artists, Craftspeople and Designers, fostering their curiosity and understanding of the world around them. Learners’ experiences will enable them to develop an appreciation of their own and other cultures and how artistic styles have been influenced over time. Through high quality art lessons learners will become reflective critical thinkers with the abilities to express themselves creatively. They will learn to evaluate their own work and the work of others. A well-sequenced art curriculum will allow learners to make continued progression through the refinement of skills and building on prior knowledge. Learners will have the opportunity to apply their skills and knowledge in a range of contexts. Learners will be exposed to art in the local community, galleries and museums to inspire and inform their creative practice.</p>			
	<p>Aims:</p> <p>Underpinning the intent are the following key concepts:</p> <ul style="list-style-type: none"> ● To develop ideas through investigations, demonstrating critical understanding of sources. ● To refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. ● To record and communicate ideas, observations and insights relevant to intentions as work progresses. ● To present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. (Final outcome). 			
YG	Skills Development and Progression	Suggested Lesson Activities/Projects	Suggested Resources	Suggested Artist/Theme/Concept
EYFS	<p>Drawing – Use a range of media on different surfaces to produce lines of different thickness and tone.</p>	<p>Drawing to music – representing sound with line.</p> <p>Colour could be added to the strongest shapes.</p>	<p>Charcoal, pencils, crayons.</p> <p>Poster paints, brushes.</p>	<p>Kandinsky-Abstract Art</p>

<p>Painting – Paint with a variety of tools. Recognise primary colours.</p> <p>Printing – Print simple pictures using objects.</p> <p>Sculpture – Use a range of soft and hard materials to construct 3D forms.</p> <p>Textiles - Explore simple weaving, layering and decorating.</p>	<p>Use the painting ‘Composition II in Red, Blue, and Yellow.’ Create their own Mondrian with black tape and paint. Use different size brushes to paint in the shapes in primary colours.</p> <p>All About Me Painting - Self Portraits, Family, Home, Pets etc.</p> <p>Harvest / Autumn Drawing / Printing leaves, fruit and vegetables</p> <p>Festivals and Celebrations Diwali / The Christmas Story (Printing, Painting, Textiles)</p> <p>Weather – Hot and Cold Colours Animals in hot and cold places Sculpture – Construct 3D Forms Chinese New Year - Textiles / Sculpture – Chinese Dragon Animals Easter – Cards / Baskets / Gifts Drawing/ Painting/ Printing/ Sculpture Growth and Change Drawing / Painting Our Community</p>	<p>Poster paints, leaves, hands, potatoes etc.</p> <p>Play dough, clay, salt dough, recycled and natural materials.</p> <p>A range of fabrics.</p> <p>A range of card, crepe paper, tissue paper etc.</p> <p>Boxes, crepe paper, glitter, card tubes, material, ribbons, foil etc.</p> <p>Printing objects</p> <p>ICT, photographs, digital media</p>	<p>Mondrian- Abstract/Modern Art</p>
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		Traditional Stories		
1-2	<p>Drawing – Draw from observation, imagination and memory. Create different types of line, eg zig zag, wavy, curved. Colour within lines. Begin mark making to show pattern and texture.</p> <p>Painting – Mix primary colours to make secondary colours. Add white and black to make tints and tones. Create colour wheels.</p> <p>Printing – Use press print to create repeating or overlapping patterns. Use objects to create repeat patterns.</p> <p>Sculpture - Use a range of soft and hard materials to construct 3D forms from observation/imagination.</p>	<p>When drawing from observation start with a series of timed drawings and do them in pen so students cannot rub out. Continuous line drawing. Continuous line drawing using only straight lines. Wrong hand drawing. Then go on to produce a longer study.</p> <p>Use of sketchbooks</p> <p>Self-Portraits</p> <p>From observation, draw buildings in their local area.</p> <p>Food and Farming - Draw / paint / print with fruit and vegetables</p> <p>Religious Art / Festivals / Seasons</p> <p>Mixing colours to paint trees or flowers. Take their colour wheels outside and find the colours they have created.</p> <p>Wonderful Wildlife – Animal, leaf or flower printing</p> <p>Food and Farming – Printing with fruit and vegetables</p> <p>Investigating printing with a range of objects</p> <p>Dinosaur footprints</p> <p>Pirate flags</p> <p>Outdoor sculptures</p> <p>Dinosaur eggs, mould superheroes</p>	<p>Pencil, biro, crayon.</p> <p>Poster paints</p> <p>Different objects</p> <p>Poster paint</p> <p>Printing block made from card and string.</p> <p>Natural materials</p> <p>Clay, playdoh combined with rigid materials. Add texture with sand or glitter etc.</p>	<p>Vincent Van Gogh</p> <p>Rembrandt</p> <p>Picasso</p> <p>Monet</p> <p>Henri de Toulouse-Lautrec</p> <p>William Morris- Repeated patterns - Printing</p> <p>Georg Gerster –Arial View</p>

	<p>Textiles – Join materials using glue or stitch. Weaving and plaiting. Applying colour to fabric.</p> <p>Digital media – Use a wide range of tools to create different textures, lines, colours and shapes. Eg Dazzle, paint, 2simple.</p>	<p>Installation art as inspiration</p> <p>Dip Dye / Tie-n-Dye T-Shirts</p> <p>Woven / plaited headbands (50s / 60s topic)</p> <p>Carnival/ animal masks</p> <p>Sewing stuffed shapes</p> <p>Drawing self - Portraits</p> <p>Drawing a digital alien</p> <p>Drawing a digital castle using 2D shapes</p> <p>Festival / Seasonal Art</p> <p>Collage – Great Fire of London/ Guy Fawkes</p>	<p>Use wire frame to combine art work for sculpture.</p> <p>Card base and sticking sequins, wool, materials, tissue paper etc.</p> <p>Felt, needle and thread.</p> <p>IPad or computer- Dazzle, paint, 2simple etc.</p>	<p>Andy Goldsworthy</p> <p>Henry Moore</p> <p>Charles Rennie Mackintosh</p> <p>Anthony Gormley</p> <p>Michael Kalish</p> <p>Janet Brooke – buildings/city scenes</p> <p>Mateusz Urbanowicz – shop fronts</p>
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				<p>Caroline Ashwood – Abstract flowers/trees.</p> 
3-4	<p>Drawing – Draw from observation, imagination and memory with increasing control. Use different grades of pencil to show line, tone and texture. Use mark making to show light and shadow. Begin to show an awareness of a third dimension and perspective.</p> <p>Painting - Mix primary colours to make secondary colours. Add white and black to make tints and tones. Create colour wheels. Mix colours effectively and be able to identify and create warm and cool colours. To understand colour families and create a colour wash.</p> <p>Printing - Use press print to create precise repeating or overlapping patterns with two or more colours. Use objects to create repeat patterns. Record patterns from observation.</p>	<p>When drawing from observation start with a series of timed drawings and do them in pen so students cannot rub out. Continuous line drawing. Continuous line drawing using only straight lines. Wrong hand drawing. Then go on to produce a longer study. Apply marks to an observational drawing of an object.</p> <p>Self-Portraits</p> <p>Stone Age - Cave Paintings</p> <p>Colour wash with sunset backdrops with black card in front. Eg Stonehenge image.</p> <p>Use warm and cool colours - (linked to emotions)</p> <p>Van Gogh Sunflowers</p>	<p>Water colours and card</p> <p>Poster paint Polystyrene blocks, or coiled string on card.</p>	<p>Pete Scully – Illustrator who uses mark making. His shoe drawings would be good to look at for this.</p> <p>Mary Anning</p> <p>Van Gogh- looking at warm and cool colours</p>

<p>Make printing blocks (e.g from coiled string).</p> <p>Sculpture - Use a range of soft and hard materials to construct 3D forms from observation/imagination. Be able to use joining techniques. Carving/scoring in clay. Start to add detail to 3D forms to convey feelings, expression or movement.</p> <p>Textiles – Join materials using glue or stitch. Weaving and plaiting. Applying colour to fabric. Use a range of stitches. Quilt, pad and gather fabric. Add decoration using beads, buttons, feathers etc. Use techniques such as knotting, fraying, fringing and twisting.</p> <p>Digital media – Use a wide range of tools to create different textures, lines, colours and shapes. Eg Dazzle, paint, 2simple. Create and manipulate images, videos and sound recordings.</p>	<p>Seasonal Art</p> <p>Ancient Greek or Roman repeating patterns.</p> <p>Mosaic Tessellations</p> <p>Egyptian/ Bronze Age Clay pots (coiled and joined)</p> <p>Recycling Collage</p> <p>Create ‘Nets’ of buildings</p> <p>Fabric collages</p> <p>Weaving baskets or with natural materials in outdoor area.</p> <p>Batik art</p> <p>Use a range of stitches. Quilt, pad and gather fabric.</p> <p>Ancient Greeks – Weaving Samplers</p>	<p>Clay, mod roc</p> <p>Fabric</p> <p>Weaving material</p> <p>Batik</p> <p>IPads</p> <p>Photo manipulation software</p>	<p>Barbara Hepworth</p> <p>Picasso</p> <p>Mario Testino</p>
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		<p>Create and manipulate images, videos and sound recordings.</p> <p>Photo editing</p>		
5-6	<p>Drawing – Draw from observation, imagination and memory with control and purpose. Use different grades of pencil to show line, tone and texture. Begin to develop techniques to depict movement, perspective and reflection. Develop an awareness of composition, scale and proportion. Use mark making to show light and shadow.</p>	<p>When drawing from observation start with a series of timed drawings and do them in pen so students cannot rub out. Continuous line drawing. Continuous line drawing using only straight lines. Wrong hand drawing. Then go on to produce a longer study. Apply marks to an observational drawing of an object.</p> <p>Sketching local landscapes</p> <p>Portraits – Hans Holbein</p>	<p>Pencils / Pencil crayons</p>	<p>Lorraine Shemesh is a good artist to look at here for her use of light and shadow – especially her object series. You could work from real food packaging, or photos from a birds-eye viewpoint.</p>

	<p>Painting - Mix primary colours to make secondary colours. Create colour wheels and colour palettes. Mix colours effectively and be able to identify and create warm and cool colours. To understand colour families and create a colour wash. Explore blending techniques and application to create different artistic styles.</p> <p>Printing - Use press print to create precise repeating or overlapping patterns with two or more colours. Use objects to create repeat patterns. Record patterns from observation. Make printing blocks (e.g from coiled string). Use mono print techniques to create an image and add text or photographic samples to a print. Begin to experiment with other mixed media.</p> <p>Sculpture - Use a range of soft and hard materials and tools to construct 3D forms/sculptures from Observation / imagination and own designs. Be able to use joining techniques confidently. Start to build armatures or wire structures to provide stability and form. Use carving/scoring in clay. Start to add detail and decoration to 3D forms and explore finishing techniques such as paint and glaze.</p>	<p>World War 11 –The Blitz - Silhouettes on a colour wash</p> <p>Extreme Weather – ‘Painting up a Storm’ - Turner</p> <p>Vikings and Anglo Saxons – Seascapes – Hokusai</p> <p>Rivers and Oceans</p> <p>Mountains and Valleys</p> <p>Benin – African prints</p>	<p>Watercolours</p> <p>Paint</p>	<p>Kurt Jackson</p> <p>Hans Holbein</p> <p>Joseph Turner</p> <p>Hokusai</p>
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Textiles – Join materials using glue or stitch. Weaving and plaiting. Applying colour to fabric. Use a range of stitches with increasing confidence and precision. Quilt, pad and gather fabric. Add decoration using beads, buttons, feathers etc. Use techniques such as knotting, fraying, fringing and twisting.



Digital media – Use a wide range of tools to create different textures, lines, colours and shapes. Eg Dazzle, paint, 2simple. Create and manipulate images, videos and sound recordings. Enhance digital media by editing.

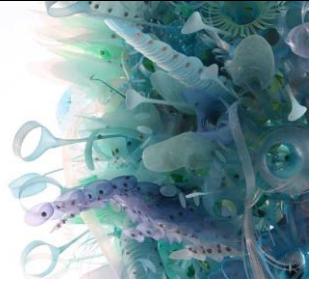

Local Area – Georgian Bath
Ceramic Tiles - Wedgewood
African pots

Local landscapes – Collage
Benin - Textiles
Victorians – Samplers - Textiles

Ceramic tiles

Josiah Wedgewood

		Local landscapes – Photography / Digital Editing		
7	<p>Drawing</p> <p>Observational Drawing from primary and secondary sources.</p> <p>Using the grid technique to scale up a drawing.</p> <p>Portrait drawing / face proportion.</p> <p>Perspective drawing - 3D shapes.</p> <p>Design work - drafting and critique.</p> <p>Painting</p> <p>Colour theory, Primary, Secondary, Tertiary, Tones and Tints.</p> <p>Using block colour and outlines - brush control.</p> <p>Sculpture</p>	<p>Project 1 - Still Life</p> <p>Working from everyday objects. Explore how objects have changed over time with regards to technology. Work from primary sources, get students to bring in objects. Warm up drawings could be drawing the negative space rather than the object.</p> <p>Project 2 - Plastic Ocean</p> <p>Explore the environmental issue of pollution in the sea. Students design and create 3D sea creatures out of card constructed frames and recycled materials.</p>	<p>Drawing pencils</p> <p>Biros</p> <p>Poster paint</p> <p>Fine liner pens</p> <p>Watercolour paints</p> <p>Card</p> <p>Recycled materials</p> <p>PVA</p>	<p>Still life</p> <p>Michael Craig-Martin</p> <p>Still life work</p>  <p>Plastic Ocean</p> <p>Angela Pozzi - The Washed Ashore project.</p>  <p>Plastic ocean</p> <p>Aurora Robson - this work is more abstract, but beautiful and inspired by sea life.</p>

	<p>Card construction techniques, manipulation of recycled materials, collage and embellishment.</p> <p>Clay techniques - pinch pot, slab building and making and using slip.</p> <p>Painting designs onto 3D work-application techniques.</p>	<p>Project 3 - Day of the Dead</p> <p>Explore the Mexican holiday - Day of the Dead.</p> <p>Design and create sugar skulls from clay.</p>	<p>Glue gun</p> <p>Clay</p> <p>Clay tools</p>	
8	<p>Drawing</p> <p>Observational Drawing from primary and secondary sources.</p> <p>Using coloured pencils to create different tones and blend colours.</p> <p>Design work - drafting and critique. Composition layout – foreground, middleground, background.</p> <p>Painting</p> <p>Explore different painting techniques using poster paint and watercolours.</p>	<p>Project 1 – Landscapes and the outside environment</p> <p>Explore the work of two contrasting landscape artists. Students design and create their own mixed media landscape scene considering composition, pattern and texture.</p> <p>Project 2 – Illustration project – Coraline</p>	<p>Coloured pencil</p> <p>Biro</p> <p>Fineliner pen</p> <p>Pencil</p> <p>Watercolour paints</p> <p>Poster paints</p>	<p>Hundertwasser</p> <p>Monet</p>  <p>Sara Fannelli</p>

	<p>Watercolour washes, textured painting, blending, mixing and application.</p> <p>Mono-printing</p> <p>Collage</p> <p>Sculpture</p> <p>Wire armatures</p> <p>Newspaper forms</p> <p>Modelling with plasticine</p> <p>Mod-roc sculpting and texture</p>	<p>Explore the work of the Illustrator Sara Fannelli. Students then create their own miniature book illustrating the story Coraline using drawing, collage and mono-printing.</p> <p>Project 3 – Computer Game project</p> <p>Explore the computer game - Insanely Twisted Shadow Planet created by Michel Gagne. Students then design and create their own character for the game. This can be done as a shadow puppet or a maquette with wire armature.</p>	<p>Black printing ink</p> <p>Different papers for collage, old envelopes, patterned paper, brown paper.</p> <p>Wire</p> <p>Mod-roc</p> <p>Plasticine</p> <p>Newspaper</p>	<p>Michel Gagne</p>
<p>9</p>	<p>Drawing</p> <p>Observational Drawing from primary and secondary sources.</p> <p>Portrait drawing – face proportion and detail.</p> <p>Perspective drawing – One point perspective/two point perspective.</p> <p>Using coloured pencils to create different tones and blend colours.</p>	<p>Project 1 – Lettering and Typography</p> <p>Explore a range of historical and contemporary lettering styles. Look at advertising, packaging and promotional materials. Find out about the difference between Street Art and Graffiti and produce a 3D letter inspired by the artist Ben Eine. Use stencils to decorate the letter.</p> <p>Project 2 – Artists Research Boards and Presentation Techniques.</p>	<p>Drawing pencils</p> <p>Coloured pencils</p> <p>Poster paint</p> <p>Watercolour paint</p>	<p>Ben Eine</p> <p>Banksy</p>

<p>Hand drawn stencil techniques.</p> <p>Painting</p> <p>Explore different painting techniques using poster paint and watercolours.</p> <p>Spray paint techniques.</p> <p>Sculpture</p> <p>Card construction techniques, making angular forms.</p> <p>Tissue paper covering and texture.</p> <p>Photography</p> <p>How to use an SLR Camera</p> <p>Uploading photos and editing</p> <p>Photoshop techniques</p> <p>Saving work</p> <p>Printing work</p>	<p>Students experiment with a range of materials to present work creatively and learn about how to make their presentation relevant to their content.</p> <p>Project 3 – Zoomorphic Art / Photoshop</p> <p>Students explore the work of various photographer’s and experiment with combining human and animal faces using both traditional and digital techniques.</p> <p>Project 4 – Architecture</p> <p>Explore historical and contemporary architecture. Design and create a turret inspired by Antoni Gaudi.</p>	<p>Spray paint</p> <p>Card</p> <p>Rollers</p> <p>Cling film</p> <p>Bubble wrap</p> <p>Inks</p> <p>Tissue paper</p> <p>PVA</p> <p>Sellotape</p> <p>Plasticine</p>	<p>https://www.youtube.com/watch?v=t-yAnhdHBYS</p> <p>Wanda Wultz</p> <p>Antoni Gaudi</p>
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10	<p>A01</p> <p>In depth analysis of artists work written and visual.</p> <p>Develop own ideas – drafting and critique.</p> <p>Annotations to describe own thoughts about ideas and how they have been inspired by the artist’s work.</p> <p>A02</p> <p>Material experiments.</p> <p>Annotations explaining own thoughts about different materials - reflection and evaluation.</p> <p>Refinement of ideas.</p> <p>Annotations explaining reasons for refinements and reflection on successes and failures.</p> <p>A03</p> <p>Observational drawing from primary and secondary sources relevant to theme/idea.</p> <p>Own photos taken relevant to them/idea.</p>	<p>UNIT 1 – PORTFOLIO 60%</p> <p>Drawing and Painting workshops – from primary and secondary sources. Taking successful photographs.</p> <p>Project 1 - Surrealism</p> <p>Students explore and learn about this Art movement and produce their own response to the work of Redmer Hoekstra.</p> <p>Project 2 – Main project for the Portfolio unit (this project continues into yr 11)</p> <p>Theme ideas:</p> <p>Childhood memories</p> <p>Childhood Fears & Phobias</p> <p>Details</p> <p>In the News</p> <p>Seven Deadly Sins</p> <p>The Urban landscape</p> <p>Texture in the environment</p> <p>Identity</p> <p>Out of the Ordinary</p>		<p>Carole King</p> <p>Redmer Hoekstra</p> <p>Salvador Dali</p> <p>Rene Magritte</p> <p>Meret Elisabeth Oppenheim</p> <p>Leah Saulnier</p> <p>Sarah Graham</p> <p>Shepard Fairey</p> <p>James Judge</p> <p>Robert Crumb</p> <p>Kurt Jackson</p> <p>Elizabeth Forbes</p> <p>Olivia Kemp</p> <p>Zory Shahroki</p>
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	<p>Mind maps exploring theme/idea.</p> <p>Annotations describing thoughts about theme/idea and links to personal experiences.</p> <p>A04</p> <p>Final Outcome.</p>			<p>Franz Ackermann</p> <p>Cy Twombly</p> <p>Audrey Flack</p> <p>Marianne Von Werther</p> <p>Robert Rauschenberg</p> <p>Louise Dear</p>
11	<p>A01</p> <p>In depth analysis of artists work written and visual.</p> <p>Develop own ideas – drafting and critique.</p> <p>Annotations to describe own thoughts about ideas and how they have been inspired by the artist’s work.</p> <p>A02</p> <p>Material experiments.</p> <p>Annotations explaining own thoughts about different materials - reflection and evaluation.</p> <p>Refinement of ideas.</p>	<p>UNIT 1 - PORTFOLIO 60%</p> <p>Term 1 & 2.</p> <p>Project 2 – Main project for the Portfolio unit (this project continues into yr 11)</p> <p>Theme ideas:</p> <p>Childhood memories</p> <p>Childhood Fears & Phobias</p> <p>Details</p> <p>In the News</p>		<p>Leah Saulnier</p> <p>Sarah Graham</p> <p>Shepard Fairey</p> <p>James Judge</p> <p>Robert Crumb</p> <p>Kurt Jackson</p> <p>Elizabeth Forbes</p> <p>Olivia Kemp</p> <p>Franz Ackermann</p>

<p>Annotations explaining reasons for refinements and reflection on successes and failures.</p> <p>A03</p> <p>Observational drawing from primary and secondary sources relevant to theme/idea.</p> <p>Own photos taken relevant to them/idea.</p> <p>Mind maps exploring theme/idea.</p> <p>Annotations describing thoughts about theme/idea and links to personal experiences.</p> <p>A04</p> <p>Final Outcome.</p>	<p>Seven Deadly Sins</p> <p>The Urban landscape</p> <p>Texture in the environment</p> <p>UNIT 2 – EXTERNALLY SET ASSIGNMENT 40%</p> <p>10 HOUR FINAL PIECE IN EXAM CONDITIONS.</p> <p>Term 3,4 and 5</p> <p>Themes set by AQA.</p>		<p>Cy Twombly</p> <p>Audrey Flack</p> <p>Robert Rauschenberg</p> <p>Louise Dear</p>
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Theme

Year Group	To develop ideas through investigations, demonstrating critical understanding of sources.	To refine work by exploring ideas, selecting and experimenting with appropriate media,	To record and communicate ideas, observations and insights relevant to intentions as work progresses.	To present a personal and meaningful response that realises intentions and demonstrates
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	To record and communicate ideas, observations and insights relevant to intentions as work progresses.	materials, techniques and processes.		understanding of visual language. (Final outcome).
EYFS	To state simple facts about what they can see in different pieces of art work.	To experiment with different materials or techniques. eg. printing with leaves compared to pine cones.	To communicate with an adult or peer about how they are going to make their desired creation and what they will use to make it.	Make simple evaluations about what is good about their work.
1	To respond to ideas. To explore ideas and collect visual information.	To discuss and collect different ideas.	To record their ideas and make a list of materials.	Evaluate their work stating what was successful and what could be improved.
2	To respond to ideas. To explore ideas and collect visual information. To explore different methods and materials as ideas develop.	To select and refine materials as ideas develop.	To record and refine ideas.	To say how improvements could be made.
3	To develop ideas from starting points throughout the curriculum.	To adapt and refine ideas as they progress.	To record, refine and communicate ideas and intentions.	To comment on their artwork using visual language.
4	To develop ideas from starting points throughout the curriculum. To collect information, sketches and resources.	To adapt and refine ideas as they progress. To explore ideas in a variety of ways.	To record, refine and communicate ideas and intentions.	To comment on their own and others artwork using visual language.
5	To develop and extend ideas from starting points throughout the curriculum. To collect information, sketches and resources and present ideas in a sketch book.	To use the qualities of materials to enhance ideas.	To spot the potential in unexpected results as work progresses.	To be able to comment on artworks with a fluent grasp of visual language.

6	To develop and imaginatively extend ideas from starting points throughout the curriculum. To collect information, sketches and resources and present ideas imaginatively in a sketch book.	To use the qualities of materials to enhance ideas. To experiment with different materials to produce a variety of effects.	To spot the potential in unexpected results as work progresses. To follow through and extend new ideas.	To be able to comment on artworks with a fluent grasp of visual language. To be able to compare and contrast artworks by different artists.
7	Artists analysis, What, How, Why? Artists studies. Draft ideas. Critique. Labelling on ideas to explain thoughts.	Material experiments. Different techniques and processes. Labelling. Annotations to evaluate and reflect on experiments.	Mind maps. Mood boards. Observational drawing from primary and secondary sources. Annotations describing own thoughts on theme/topic.	Final Outcome e.g - Still life painting, sea creature sculpture, painted clay skull.
8	Artists analysis What, How, Why? Artists studies. Draft ideas. Critique. Annotations to describe thoughts and ideas.	Material experiments. Different techniques and processes. Labelling. Annotations to evaluate and reflect on experiments.	Mind maps. Mood boards. Observational drawing from primary and secondary sources. Annotations describing own thoughts on theme/topic.	Final Outcome e.g - Mixed media landscape, Coraline book, Character model.
9	Artists analysis What, How, Why? Artists studies. Draft ideas. Critique. Annotations to describe thoughts and ideas.	Material experiments. Different techniques and processes. Labelling. Annotations to evaluate and reflect on experiments.	Mind maps. Mood boards. Observational drawing from primary and secondary sources. Annotations describing own thoughts on theme/topic. Own photos relevant to theme/topic.	Final Outcome e.g - 3D letter, Digital portrait collage, Turret sculpture.
10	In depth analysis of artists work written and visual. Develop own ideas – drafting and critique. Annotations to describe own thoughts about ideas and how	Material experiments. (Begin to select own materials). Annotations explaining own thoughts about different materials - reflection and evaluation. Refinement of ideas.	Observational drawing from primary and secondary sources relevant to theme/idea. Own photos taken relevant to theme/idea. Mind maps exploring theme/idea.	Final Outcome – Surrealist painting, illustration, sculpture, mixed media piece.

	they have been inspired by the artist's work.	Annotations explaining reasons for refinements and reflection on successes and failures.	Collection of relevant secondary source visuals. Annotations describing thoughts about theme/idea and links to personal experiences.	
11	In depth analysis of artists work written and visual. Develop own ideas – drafting and critique. Annotations to describe own thoughts about ideas and how they have been inspired by the artist's work.	Material experiments. (Select own materials). Annotations explaining own thoughts about different materials - reflection and evaluation. Refinement of ideas. Annotations explaining reasons for refinements and reflection on successes and failures.	Observational drawing from primary and secondary sources relevant to theme/idea. Own photos taken relevant to them/idea. Mind maps exploring theme/idea. Collection of relevant secondary source visuals. Annotations describing thoughts about theme/idea and links to personal experiences.	Final outcome/response to personal project.