



Golden Threads	Enrichment	Review and Evaluation
-----------------------	-------------------	------------------------------

Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
<p>Colour</p> <p>Introduction to Colour Theory; colour mixing and use of paint.</p> <p>Expressive use of colour.</p> <p>Explore colour use by artists Paul Klee and/or Friedensreich Hundertwasser.</p> <ul style="list-style-type: none"> • Primary colours • Secondary colours • Tertiary colours • Complementary colours • Harmonious colours • Understanding of colour mixing and which colours to blend. 	<p>Colour mixing and use of paint.</p> <p>Motor skills and developing confidence and control in practical work.</p> <p>Research and analysis of artists' work through discussion and written tasks</p>	<p>Research and analysis of artists' work.</p> <p>Knowledge of Colour Theory.</p> <p>Practical experimentation to create and use colour for different purposes and effects.</p>	<p>Understanding of blending according to colour theory rules.</p> <p>Mixing colour.</p>	<p>Primary</p> <p>Secondary</p> <p>Tertiary</p> <p>Complementary</p> <p>Harmonious</p> <p>Blending</p> <p>Accuracy</p>	<p>Students have normally covered basic colour theory at KS2, this is varied and mostly very limited. It is important that we approach this topic as if students have no prior knowledge.</p> <p>The importance of colour theory is prominent throughout KS3, 4 & 5 Art.</p>

Terms 1 and 2



	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 3	<p>Colour</p> <p>Pupils design an imaginative cityscape painting in response to artists' work.</p> <p>Emphasis on shape colour and pattern: Formal Art elements.</p> <ul style="list-style-type: none"> • Key information about the artist and their style. • How to work in the style of an artist. • How colour affects mood/ feeling in an image. 	<p>Colour mixing and use of paint.</p> <p>Motor skills and developing confidence and control in practical work.</p> <p>Research and analysis of artists' work through discussion and written tasks</p>	<p>Imaginative compositions; generating multiple ideas and designs.</p> <p>Skills in independent research.</p> <p>Experimentation with ideas, shapes, colour palettes and patterns.</p>	<p>Difference between being inspired by artwork and copying artwork.</p>	<p>Tone</p> <p>Line</p> <p>Shape</p> <p>Detail</p> <p>Design</p> <p>Composition</p> <p>Form</p>	<p>Painting skills as well as design skills are significant and essential throughout most of the art and design curriculum for ks3,4 &5.</p>
Term 4	<p>Colour</p> <p>Drawing and painting; A3 Cityscape painting, showing considered use of colour and painting skills.</p> <p>Pupils produce a sustained outcome and evaluate the project.</p> <ul style="list-style-type: none"> • Key information about the artist and their style. • How to work in the style of an artist. • How colour affects mood/ feeling in an image. 	<p>Colour mixing and use of paint.</p> <p>Motor skills and developing confidence and control in practical work.</p> <p>Research and analysis of artists' work through discussion and written tasks</p>	<p>Drawing; multiple design ideas and final A3 piece.</p> <p>Colour use; mixing and application.</p> <p>Present and annotate work in sketchbook.</p> <p>Evaluation skills.</p>	<p>Understanding of what constitutes a natural or man-made form.</p> <p>Understanding of proportion</p>	<p>Line</p> <p>Shape</p> <p>Space</p> <p>Form</p> <p>Tone</p> <p>Texture</p> <p>Pattern</p> <p>Colour</p> <p>Observation</p> <p>Proportion</p> <p>Composition</p>	<p>Drawing from observation</p> <p>Colour theory</p> <p>Block printing</p>



	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Terms 5 and 6	<p>Natural and Man-made forms</p> <p>Drawing from observation: A range of natural and man-made objects.</p> <p>Pupils develop a block print design from their observational drawings.</p> <p>Pupils develop drawings and photographs in to a 3D or collaged outcome.</p> <ul style="list-style-type: none"> • Drawing and shading techniques. • Understanding the subtractive block printing process. • Information and facts on artists and genres. 	<p>Discussion and analysis of artists' drawing styles.</p> <p>Design skills; generating multiple ideas for a print.</p> <p>Practical and written responses to artists' work.</p>	<p>Use of line, tone etc. to draw accurately from observation.</p> <p>Drawing and shading techniques.</p> <p>Practical and written responses to artists' work.</p> <p>Skills in using a 3D material (clay), or mixed media collage.</p>	<p>Understanding of what constitutes a natural or man-made form.</p> <p>Understanding of proportion</p>	<p>Line</p> <p>Shape</p> <p>Space</p> <p>Form</p> <p>Tone</p> <p>Texture</p> <p>Pattern</p> <p>Colour</p> <p>Observation</p> <p>Proportion</p> <p>Composition</p>	<p>Drawing from observation</p> <p>Colour theory</p> <p>Block printing</p>