



Golden Threads	Enrichment	Review and Evaluation
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	Topics Et Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Terms 1 – 4	<p>Art in other cultures</p> <p>Study of artistic expression and use in different cultures, including pupils' own.</p> <p>Research into art and artefacts, materials, pattern and symbolism of different cultures.</p> <p>Pupils learn about aboriginal art, Aztec art, masks from Africa, Japan and other sources; meanings and symbolism</p> <p>Investigation into diversity of global art and artefacts; pupils explore cultural significance and symbolism.</p> <p>Practical skills associated with Aboriginal, Aztec and African art, as examples.</p> <p>Practical work to respond to art linked to world cultures e.g.</p> <p>Aboriginal, African, Asian art.</p> <ul style="list-style-type: none"> • Colour theory. • Understanding primary, secondary and tertiary colours to enable colour mixing. • Understanding key headings for image analysis, as well as key vocabulary to enable students to look at artwork and fully analyse what they see. • Understanding 'composition.' • Identification of pattern, design and texture for various cultures. • Differences in 2D and 3D work. 	<p>Blending colour.</p> <p>Pupils should be able to mix colour effectively and understand how to make the appropriate colours for set tasks.</p> <p>Produce work in the style of an artist/designer/culture.</p> <p>Analysis of art from other cultures, fully and with use of key vocabulary. Pupils should be able to analyse artwork and talk confidently about the influence of culture on artwork.</p> <p>Drawing used to design an imaginative outcome.</p> <p>Use of colour, pattern and imagery from one of the cultures studied.</p> <p>Practical skills in use of paint and collage, shown in the outcome.</p> <p>Understanding and mixing different colour palettes e.g. earth colours. Pattern and mark making using traditional methods.</p>	<p>Pupils produce a variety of mixed media outcomes, reflecting engagement with art of world cultures.</p> <p>Pupils draw and create a range of cultural images and explain their origins.</p> <p>Pupil's design and make a mixed media 2D artwork inspired by Aboriginal art.</p> <p>Pupil's design and make a 3D mask, inspired by African culture.</p> <p>Pupil's design and create a circular, sun dial drawing</p>	<p>Blending colours together that are not next to each other on the colour wheel.</p> <p>The use of the terms 'media' and 'material' when talking about artwork.</p> <p>Missing the 'slip and score' stage when using clay.</p> <p>Using collage to layer within a mixed media piece.</p>	<p>Primary</p> <p>Secondary</p> <p>Blending</p> <p>Analysis</p> <p>Material</p> <p>Medium</p> <p>Mixed Media</p> <p>Aztec</p> <p>Shape</p> <p>Detail</p> <p>Tertiary</p> <p>Harmonious</p> <p>Complementary</p> <p>Abstract</p> <p>Aboriginal</p> <p>Oriental</p> <p>Colour</p> <p>Tone</p>	<p>Previously students have learnt colour theory and application of this to their work in year 7.</p> <p>Students will use their understanding of image analysis for all future projects, specifically, at KS4 and 5 for assessment objective A02.</p>



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Term 5	<p>Portraiture</p> <p>Introduction to different portrait styles, meanings and symbolism.</p> <p>Portraits in context; cultural identity and narratives.</p> <p>Facial features drawn from a teacher lead step – by - step</p> <p>Portraits drawn from observation / photographs.</p> <ul style="list-style-type: none"> How to be proficient in using a pencil. What guidelines are and how they are used to help structure a drawing. How to correctly use proportions within portraiture. How to demonstrate the implementation of tone. 	<p>Research and analysis of portrait artists’ work.</p> <p>To be able to use guidelines proficiently in order to help with proportions in a piece of artwork.</p> <p>Explore styles of portraiture through different media, colour use, distortion etc.</p> <p>Experiment using personal ideas.</p> <p>Portrait drawing focusing on proportions, features, textures and tonal shading.</p>	<p>Experimental use of different media in order to express personal ideas.</p> <p>Drawing skills; tonal shading of observed portrait/facial features</p>	<p>The proportions of a face and where facial features sit in relation to other facial features.</p> <p>Portraits always have to look exactly like the person being portrayed.</p> <p>Faces are symmetrical.</p>	<p>Analyse</p> <p>Develop</p> <p>Application</p> <p>Proportion</p> <p>Expression</p> <p>Media</p> <p>Portraiture</p> <p>Portrayal</p> <p>Illustration</p> <p>Mark Making</p> <p>Composition</p> <p>Slip & Score</p> <p>Kiln</p> <p>Sculpt/Sculpture</p> <p>Illustration</p> <p>Texture</p> <p>Tonal</p> <p>Form</p> <p>Shape</p> <p>Proportion</p> <p>Initial Ideas</p> <p>Final Outcome</p>	<p>Students will use their investigative knowledge to research artists’ work which has been developed since year 7.</p> <p>Students will continue to strengthen their analytical skills which have been taught and developed since year 7.</p> <p>Students will use their prior knowledge on drawing, composition, layering and painting skills in this scheme of work.</p> <p>All skills taught in this term’s curriculum directly correlate to the Assessment Objectives in GCSE and A-Level Art.</p>



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Term 5	<p>Portraiture</p> <p>Pupils to continue to develop drawing skills in a range of styles.</p> <p>Pupils create a mixed media self-portrait outcome, using paint and collage to express their own identity.</p> <ul style="list-style-type: none"> How to use the pinch pot method to be able to create the base for their portrait sculpture. How to refine the use of chosen media and apply it to a portrait. How to identify and replicate the stylised choices of an artist within a piece of work. 	<p>To be able to produce a pinch pot out of clay to form as a base for their sculptural head.</p> <p>To be able to evidence the refinement of media and skills in the style of a chosen artist or art movement inline with the chosen area of study.</p> <p>To be able to use and demonstrate the stylised choices of</p> <p>Developing personal ideas for self-portraits.</p> <p>Colour experimentation using paint.</p> <p>Evaluation of the project, making links to artists' styles and ideas.</p>	<p>Pupils complete a final portrait piece using a media previously explored: Pencil, watercolour, acrylic, clay, pen, colouring pencils etc.</p>	<p>Clay can be used like playdough or blue tac.</p> <p>You can put two pieces of clay together by pressing them together.</p>	<p>Analyse</p> <p>Develop</p> <p>Application</p> <p>Proportion</p> <p>Expression</p> <p>Media</p> <p>Portraiture</p> <p>Portrayal</p> <p>Illustration</p> <p>Mark Making</p> <p>Composition</p> <p>Slip & Score</p> <p>Kiln</p> <p>Sculpt/Sculpture</p> <p>Illustration</p> <p>Texture</p> <p>Tonal</p> <p>Form</p> <p>Shape</p> <p>Proportion</p> <p>Initial Ideas</p> <p>Final Outcome</p>	