



Golden Threads	Enrichment	Review and Evaluation
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	Topics Et Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Terms 1 and 2	<p>Endangered animals</p> <p>Global issue of species that are in danger of becoming extinct – what are they and what are the causing factors.</p> <p>In order to further understand and engage with the issue, pupils research specific endangered species to discover the factors that cause them to be at risk.</p> <p>Lino printing</p> <p>Focusing on their chosen species, pupils design and print a lino print, using shape, pattern and textural elements, understanding the equipment required and technique used.</p> <ul style="list-style-type: none"> Issue based art. Pupils conduct independent investigation and analysis of information and art linked to the topic, choosing their own animal of focus. Pupils are introduced to lino prints by artists Personal responses to include analysis and own opinions. How to use a Lino cutter. 	<p>Drawn studies from images of species, using different media</p> <p>e.g. watercolour and pastels.</p> <p>Printmaking skills enabling pupils to create a high-quality series of lino prints.</p>	<p>End of term lino print outcome.</p> <p>Students will use a development of skills and ideas throughout the project to develop their own idea and create it.</p>	<p>Understanding the lino print design, which parts should be black and which should be white (positive and negative space) in order to provide areas to be cut out.</p> <p>Application of ink to rollers rather than lino onto boards for printing.</p>	<p>Analysis</p> <p>Material</p> <p>Medium</p> <p>Shape</p> <p>Detail</p> <p>Abstract</p> <p>Colour</p> <p>Tone</p> <p>Lino</p> <p>Cutting tool</p> <p>Bench hook</p> <p>Positive</p> <p>Negative</p> <p>Space</p> <p>Accuracy</p> <p>Content</p> <p>Mood</p>	<p>Analysis of artwork taught in year 7 & 8.</p> <p>Poly printing in year 7 provides transferrable skills for understanding the printmaking process.</p> <p>At GCSE, students are required to produce a series of design ideas before they choose their final design. This technique is applied and discussed for the lino print.</p>



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Terms 3 and 4	<p>Still Life</p> <p>Pupils conduct artist research and analysis, focusing on still life in its different forms e.g. Cubism, Vanitas, Pop art.</p> <p>Drawing from observation; pupils learn to draw objects accurately, then make a larger tonal drawing by observing a group of objects.</p> <p>Students will learn to layer their drawings taking inspiration from artists such as Michael Craig Martin.</p> <ul style="list-style-type: none"> • How to be proficient in using a pencil. • How to demonstrate the implementation of tone. • How to create depth in an image they are creating. • How to create an interesting composition. 	<p>How to be proficient in using a pencil.</p> <p>How to demonstrate the implementation of tone.</p> <p>How to create depth in an image they are creating.</p> <p>How to create an interesting composition.</p>	<p>Research and analysis, expressing a personal response.</p> <p>Experimentation with a range of media and ideas.</p> <p>Skills in recording observations through drawing.</p> <p>Recording and reflecting on personal progress.</p> <p>Pupils incorporate elements of a still life style in their own composition.</p> <p>Imaginative use of media, colour and tone.</p> <p>Evaluation.</p>	<p>That living things can be in a still life as long as they are still.</p>	<p>Still Life</p> <p>Arrangement</p> <p>Composition</p> <p>Analyse</p> <p>Development</p> <p>Refine</p> <p>Application</p> <p>Media</p> <p>Illustration</p> <p>Mark Making</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>Day of the Dead</p> <p>Pupils focus on the Mexican public cultural holiday; traditions, meanings and imagery.</p> <p>Design and create a Papel Picado (paper-cut)</p> <p>Project outcome; ceramic figure (Calacas) or embellished skull (Calaveras)</p> <ul style="list-style-type: none"> • Research cultural and visual aspects of Day of the Dead. • How to accurately use a craft knife • Understanding how to cut-out design using symmetry • Skills and knowledge in use of ceramic materials; modelling, decorating, clay process. 	<p>Create a clay figure showing a good level of practical skills.</p> <p>Create a Day of the Dead inspired symmetrical Papel Picado design</p>	<p>Create and complete a Papel Picado design</p> <p>Draw and annotate designs for a clay Calacas figure.</p> <p>Create a clay figure showing an understanding of proportion and clay modelling techniques.</p>	<p>Use of slip and score to join clay.</p> <p>Proportions of the human figure</p>	<p>Symmetry</p> <p>Clay</p> <p>Slip and score</p> <p>Ceramic</p> <p>Kiln</p> <p>Modelling</p> <p>Proportion</p> <p>Calaveras</p> <p>Calacas</p> <p>Dia de los Muertos</p>	<p>Drawing in proportion</p> <p>Using a craft knife</p> <p>Modelling in clay</p>
	<p>Pop Art</p> <p>Knowledge of the 1950s and 1960s culture and links to contemporary life.</p> <p>Pupils identify popular icons and images to collage and draw in the style of Andy Warhol and other pop artists.</p> <ul style="list-style-type: none"> • Pop art stylistic characteristics. • How to replicate work in the style of a pop art. • Consumerism and its influence of the art world. 	<p>Pupils base their own Pop art ideas on independent research and analysis.</p> <p>Skills in drawing and use of line, tone and colour media.</p> <p>Presentation of a sustained, imaginative outcome that communicates the mood and meanings of Pop art.</p> <p>Reflective skills</p>	<p>Investigation and analysis of Pop art movement, artists, and cultural context.</p> <p>Pupils experiment with 2D media to respond to Pop art examples. Imaginative, practical and contemporary responses.</p> <p>Final outcomes; Mixed media pieces based on popular culture, in mixed media / paint / 3D construction.</p> <p>Evaluation, making artists links.</p>	<p>That all Pop art is 'cartoon like'.</p>	<p>Popular culture</p> <p>Consumerism</p> <p>Print making</p> <p>Banal</p> <p>Primary colour</p> <p>Repetitive pattern</p>	<p>If students choose to continue with Art to GCSE, Pop Art plays a part in the portraiture unit. Students will also be able to use their analytical skills to interpret new artworks.</p>