

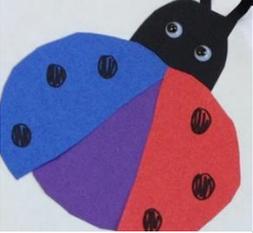
Curriculum Map.

NB: In primary phase each year group will participate in three art and design topics, and three design and technology topics. In Summer 1, all year groups will complete a DT Day.

NB: In secondary phase a carousel arrangement is offered at Yr7, Yr8 and Yr9 Textiles shared with Food and Nutrition

Subject: Art and Design and Textiles

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<ul style="list-style-type: none"> Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience 	<ul style="list-style-type: none"> Continues to explore colour and how colours can be changed 	<ul style="list-style-type: none"> Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking 	<ul style="list-style-type: none"> Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding 	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding 	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.
	Vocabulary Cut, stick,, glue, make, design, colour, paint, texture, shade, shape, equipment names, tools, experiment, artists, plan, challenge					

1	<p>Memory box DT Focus</p> <p>ART – whole school colour theory work</p> <ul style="list-style-type: none"> · Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours. 	<p>Bright Lights, Big City DT Focus</p>	<p>Moon Zoom! ART <i>Explore images of the galaxy with Artist influence from Vincent van Gogh and Georgia O'Keefe.</i></p> <p>Design a model spaceship or rocket using different shapes. Develop this to make the rocket using a variety of junk materials.</p> 	<p>The Enchanted Woodland ART Use a range of natural materials to create transient art. Explore the outdoors and use frottage and skeleton leaves.</p> <p><i>Artist: Andy Goldsworthy</i></p> 	<p>Paws, Claws, Whiskers DT Focus</p>	<p>Rio de Vida ART Explore the use of line, colours and textures of carnival through collage.</p> <p><i>Artist: Romero Britto (BAME)</i></p> 
	<p>Skills</p> <ul style="list-style-type: none"> · Use printmaking to create a repeating pattern. · Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. · Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours. · Using 2D mathematical shapes to draw 	<p>Skills</p> <ul style="list-style-type: none"> · Start to record simple media explorations in a sketch book. · Look at and talk about own work and that of other artists, expressing their likes and dislikes. · Exploring mark making using a variety of media. · Using 2D mathematical shapes to draw. · Experiment in a variety of malleable media such as papier-mache and salt dough. 	<p>Skills</p> <ul style="list-style-type: none"> · Experimenting with a range of tone using a pencil and various techniques such as: hatching, scribbling and blending · Investigate textures by describing, naming, rubbing, copying. · Learning about form and space through 3D sculptures inspired by nature and animals 	<p>Skills</p> <ul style="list-style-type: none"> · Begin to show control over the types of marks made. · Learn the vocabulary to describe different types of lines. · Use a simple computer paint program to create a picture · Use printmaking to create a repeating pattern 		

	<p>Y1 Vocabulary</p> <p>Drawing: Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Nature, Made environment.</p> <p>Painting: Primary (colour), Light, Dark, Thick, Thin, Warm, Cold, Shade e.g., different shades of red, green, blue, yellow, Bright.</p> <p>Printing: Print, Rubbing, Smudge, Image, Reverse, Shapes</p> <p>Collage: Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Felt</p> <p>Sculpture: Model, Cut, Stick, Fold, Bend, Attach, Stone, Shell, Wood</p>					
<p>2</p>	<p>Muck, mess & mixtures. ART & DT Focus Whole school colour theory work. Artist Focus: Kandinsky. · Build confidence in mixing colour shades and tones. · Understand the colour wheel and colour spectrums</p>  <p>Look in detail at the food landscapes created by artist <i>Carl Warner</i> and use his work as an inspiration to create mixed media pictures.</p>	<p>Towers tunnels & turrets. DT Focus</p>	<p>Street Detectives. ART Look at the work of artists who drew or painted the urban landscapes of their locality. Make drawings, paintings and collages of buildings or statues in the local area. <i>Artist: L.S Lowry</i></p> 	<p>Land ahoy. ART Look at examples of pirate flags, talking about the shapes, patterns and colours used. Design a motif for a pirate flag using different types of media.</p> 	<p>Wriggle & crawl. DT Focus</p>	<p>Scented garden. ART Use flowers creatively to design and make products, including the use of pressed flowers to make prints. Make detailed collage cut outs (including the use of print) observational drawings of scented flowers, using hand lenses to look closely at colours, shapes and patterns. <i>Artist: Henri Matisse</i></p> 



Skills

- Express thoughts and feelings about a piece of art.
- Reflect and explain the successes and challenges in a piece of art created.

Begin to control the types of marks made in a range of painting techniques e.g., layering, mixing media, and adding texture.

Skills

- Exploring drawing techniques
- Applying tone to create form by drawing light/dark lines, patterns and shapes using a pencil.
- Developing skill and control with art materials including blending

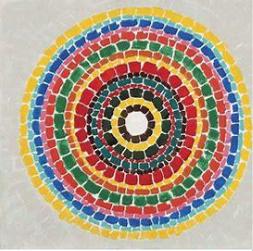
Skills

- Use equipment and media with increasing confidence.
- Use line and tone in different media to consider shape, shade, pattern and texture.
- Begin to control the types of marks made in a range of painting techniques e.g., layering, mixing media, and adding texture.

Skills

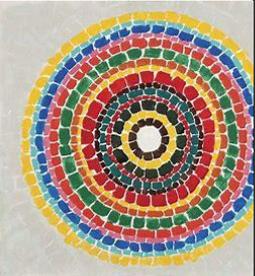
- Understand how to use 'zoom' to show an object in detail – e.g., using a viewfinder to focus on a specific part of an artwork
- Express thoughts and feelings about a piece of art.
- Explore printing simple pictures with a range of hard and soft materials e.g., sponge.

Y2 Vocabulary
Drawing:
 Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Nature,

	<p>Painting: Secondary (colour), Light, Dark, Thick, Thin, Tone, Shade e.g. different shades of red, green, blue, yellow, Bright</p> <p>Printing: Print, Rubbing, Smudge, Image, Shapes, Repeat, Rotate, Mon-print, Two-tone print.</p> <p>Collage & Textiles: Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Mixed media, Collage, Layers, Combine</p> <p>Sculpture: Sculpture, Structure, Construct, Model, Fold, Bend, Attach, Curve, Form, Texture.</p>					
<p>3</p>	<p>Scrumdiddlyumptious.</p> <p>DT Focus</p> <p>ART – whole school colour theory work.</p> <p>Artist Focus: Alma Thomas</p> <ul style="list-style-type: none"> · Use light and dark within painting and begin to explore complimentary colours. <p>Mix colour, shades and tones with increasing confidence.</p> 	<p>Mighty Metals ART</p> <p>Create embossed patterns, using a range of tools and materials on a range of different coloured foils.</p> <p>Artist: Esther Mahlangu (BAME)</p> 	<p>Gods & mortals. ART</p> <p>Look at images of Greek plates, pots and patterns. Make sketches of scenes and patterns.</p>	<p>Tremors. DT Focus</p>	<p>Predators. DT Focus</p>	<p>Heroes and Villains ART</p> <p>Use a sketchbook to begin creating a comic superhero word. Record experimentations as well as try out ideas, plan colours. Use IT software and tools to create final superhero wording.</p>  
		<p>Skills</p> <ul style="list-style-type: none"> · Become increasingly confident in creating different effects and textures with paint. · Demonstrate experience in printing. · Print simple pictures using different printing techniques. 	<p>Skills</p> <ul style="list-style-type: none"> · Attempt to show reflections in drawings and draw from observation. 			<p>Skills</p> <ul style="list-style-type: none"> · Understand how to create a background using a wash. · Work in the style of a selected artist. · Use IT programs to create a piece of work that includes their own work and that of others.

			<ul style="list-style-type: none"> · Experiment with different grades of pencil to achieve variations in tone. · Using geometry and tonal shading to develop intricate patterns. · Have opportunities to develop further drawings featuring the third dimension and perspective. 			<ul style="list-style-type: none"> · Begin to show an awareness of objects having a third dimension and perspective
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Y3 Vocabulary
Drawing:
 Frame, Cartoon, Comic strip, Map, Position, Line, Symbol, Change, Improve.
Painting:
 Abstract, Natural, Bold, Delicate, Detailed, Colour descriptors e.g., scarlet, crimson, emerald, turquoise, Watery, Intense, Strong, Opaque, Wash, Tint, Shade
Printing:
 Imprint, Impression, Mould, Monoprint, Background, Stencil, Pounce, Negative image, Positive image.
Sculpture:
 Viewpoint, Detail, Decoration, Natural, Form, Two-dimensional, Three-dimensional

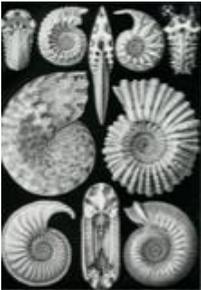
4	<p>Roman Empire (Warrior). ART Whole school colour theory work. Artist Focus: Alma Thomas (BAME)</p> <ul style="list-style-type: none"> · Use light and dark within painting and show understanding of complimentary colours. · Mix colour, shades and tones with increasing confidence. 	<p>Bottoms, burps & bile. DT Focus</p>	<p>Saxons & Vikings (Traiders and Raiders) DT Focus</p>	<p>Blue abyss. ART Use a digital microscope to explore shells, dried anemones, coral, urchins, starfish and seahorses. Sketch what they observe in enlarged drawings of patterns and forms. Begin to create simple designs by block printing. Look at the micro photography by <i>Karl Blossfeldt as inspiration.</i></p>	<p>Misty Mountain - Winding River DT Focus</p>	<p>Potions ART Using line drawings of potion bottles to add their own colours and drawings of contents and then adding a label to their drawings- observation from secondary sources (bottle shapes).</p>  <p>Typography – look at the work of Tim Burton and his various use of media. Use empty drinks bottles and create both a drawn and</p>
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<p>Look at and compare different Roman shields before designing their own that represents them.</p> <p>Explore patterns of coins and create their own coin from clay.</p>					<p>computerised label for the bottle.</p> 
<p>Skills</p> <ul style="list-style-type: none"> · Use complimentary and contrasting colours for effect when designing shield. · When creating own coin, adapt and improve original ideas in sketchbooks. · Begin to use media and <p>Techniques</p>			<p>Skills</p> <ul style="list-style-type: none"> · Attempt to show reflections in drawings and draw from observation · Develop intricate patterns using different grades of pencil and tones · Use natural and man-made materials to block print. · Demonstrate awareness in environmental sculpture and found object art. 		<p>Skills</p> <ul style="list-style-type: none"> · Use light and dark within painting and show understanding of complimentary colours. · Work in the style of a selected designer. · Create a piece of art which includes integrating a digital image they have taken. · Use stained coffee backgrounds and experiment with different grades of pencil and pen to achieve variations in tone
<p>Y4 Vocabulary</p> <p>Drawing: Plan, Distance, Direction, Position, Form, Texture, Tone, Pressure, Portrait, Past, Present, Appearance</p> <p>Painting: Scenery, Seascape, Imaginary, Impressionist, Abstract, Natural, Swirling</p> <p>Printing: Linear, Manipulate, Block, Repeat, Continuous</p> <p>Collage: Stamp, Emblem, Motif, Geometric, Abstract.</p>					

<p>5</p>	<p>Pharaohs ART Egyptian patterns and printing. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours for final print.</p>  <p>ART – whole school colour theory work. <i>Artist: Beatriz Milhazes</i> · Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> 	<p>Stargazers. ART Analyse the work of <i>Peter Thorpe</i>. Discuss the use of shape and colour, linking to how they look like interplanetary scenes and design their own version.</p> 	<p>Champion. DT Focus</p>	<p>Tudors. DT Focus</p>	<p>Rainforests DT Focus</p>	<p>Titus Salt ART Describe and discuss how different artists and cultures have used a range of visual elements in their work. <i>Artist: Variety of Bradford born artists</i></p> 
<p>Skills</p> <p>·Use drawing techniques to work from a variety of</p>	<p>Skills</p>					<p>Skills</p>

<p>sources including observation, photographs and digital images.</p> <ul style="list-style-type: none"> · Develop close observation skills using a variety of view finders. 	<ul style="list-style-type: none"> · Confidently control the types of marks made and experiment with different effects and textures inc. creating textural effects. · Start to develop a painting from a drawing. · Composing original designs by adapting the work of others 				<ul style="list-style-type: none"> · Work in a sustained and independent way to create a detailed drawing. · Recognise the art of key artists and begin to place them in key movements or historical events. · Select materials for a given purpose · Start to overlay prints with other media.
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Y5 Vocabulary
Drawing:
 Viewpoint, Distance, Direction, Angle, Perspective, Bird’s eye view, Alter, Modify, Expression, Personality.
Painting:
 Traditional, Imaginary, Modern, Abstract, Impressionist, Stippled, Splattered, Dabbed, Scraped, Dotted, Stroked, Textured, Flat, Layered
Printing:
 Monotype, printing plate, inking up, Water-based, Oil-based, Overlap
Collage:
 Mixed Media, overlay, prints, textural effects.

<p>6</p> <p>A Child’s War DT Focus</p> <p>ART – whole school colour theory work. Artist Focus: Beatriz Milhazes</p> <ul style="list-style-type: none"> · Develop an awareness of composition, scale and proportion in their paintings. · Mix colour, shades and tones with confidence building on previous knowledge. 	<p>Darwin’s Delights ART</p> <p>Work outdoors to sketch plants, flowers and trees, looking carefully to accurately capture their shape, form, pattern and colour. <i>Artist Focus: Ernst Haeckel - simple Mono printing pressure drawing</i></p> 	<p>Frozen Kingdom ART</p> <p>Create skyscape paintings of the Northern Lights, experimenting with different ways of application. <i>Artist: Heatherbell Barlow</i></p> 	<p>Hola Mexico DT Focus</p>	<p>Gallery Rebels ART & DT Focus</p> <p>Explore the life and work of 19th and 20th century artists. Develop art skills through impressionist and expressionist artwork. Arist: Various including, Edvard Munch, Frida Kahlo & Salvador Dalí</p> 	<p>Early Islamic Civilisation ART</p> <p>Creating patterns, prints and textures based on early Islamic influence. Artist: Hassan Massoudy, eL Seed, Nadia Janjua (BAME)</p> 
	<p>Skills</p> <ul style="list-style-type: none"> · Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of colour, tone and shade. · Develop an awareness of composition, scale and proportion in their paintings. 	<p>Skills</p> <ul style="list-style-type: none"> · Consider the use of colour for mood and atmosphere. - Combine a selection of images using digital technology considering colour, size and rotation. 		<p>Skills</p> <ul style="list-style-type: none"> · Work in a sustained and independent way to develop their own style of painting. 	<p>Skills</p> <ul style="list-style-type: none"> · Begin to choose appropriate media to work with. · Developing knowledge and understanding of texture

		· Demonstrate experience in a range of printmaking techniques	- Draw or paint detailed landscapes that include perspective.		· Demonstrate experience in relief and freestanding work using a range of media · Adapting techniques of other artists to create abstract drawings · Mix colour, shades and tones with confidence	· Start to overlay prints with other media.
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Y6 Vocabulary

Drawing:

Action, Balance, Direction, Movement, Poised, Transition, Viewpoint, Weight.

Painting:

Still life, Traditional, Modern, Abstract, Imaginary, Natural, Made, Composition, Arrangement, Complimentary, Tonal, Shading.

Printing:

Aesthetic, Pattern, Motif, Rotation, Reflection, Symmetrical, Repetition.

Collage:

Mixed Media, overlay, prints, textural effects.

Sculpture:

Line, Shape, Pose, Position, Gesture, Repetition, Sequence, Dynamic, Flowing, Motion, Rhythm, Proportion, Balance.

The National Curriculum for Art and Design- A framework for Progression, Planning for Learning, Assessment, Recording and Reporting

Students need to learn about materials, techniques and processes, developing skills in the selection and handling of materials, displaying knowledgeable discrimination in the creative choices they make. All of which is supported by four Progress Objectives (Strands) that define learning in the subject and embedded into all Schemes of Learning at Secondary KS3 and KS4. Learning can start with any of the Progress Objectives and can be addressed individually or holistically within an activity, within a lesson or across a longer sequence of learning

Generating Ideas (skills of Designing and Developing): Promotes - research, observation, imagining, ideas, originality, perception, designing, investigation, exploration, research, enquiry, experimentation, composition, planning, analysis, visualising, selection, organisation, modelling, testing, synthesis, problem solving, aspiration, innovation, thinking and acting creatively...

Making (skills of Making Art, Craft and Design): Promotes - technique, skill, control, complexity, mastery, quality, judgement, competency, expression, tactile and sensory response, interaction, purpose, investigation, production, outcome, process, exploiting properties of materials, media and techniques, line, shape, tone, colour texture, space and form, thinking and acting creatively...

Evaluating(Skills of Judgement and Evaluation): Promotes - literate and reasoned critical thinking and response, analysis, interpretation, perception, knowledgeable judgement, autonomy, independence, subtlety, aesthetic understanding, speaking, listening, evaluation, review, technical understanding, making meaning and making connections, spiritual, moral, social, and cultural understanding...

	<p>Knowledge(Knowledge of process and context): Promotes - critical, contextual, technical and aesthetic understanding, breadth, process actions and outcomes, medium and media, meaning, purpose, apply, master, rework, interaction, judgement, knowledge of art and artists, periods, genres, styles, movements, crafts, makers, form and function, design, architecture, artist, maker, designer, historic, contemporary, cultural artefacts and products.</p>					
<p>7</p>	<p>Baseline Test MM and CT ART</p> <p>Baseline test to clarify prior learning and set Colour spectrum and differentiated learning</p> <p>K and U Visual elements of Art- Line, Texture, Tone, Mark-making, Colour and Form</p> <p><i>Mark making and Colour Theory.</i></p> <p><small>This is how this project is set in KS2. There is a video from year 6 about how they should be prepared to create their own mark making and colour theory project. You can watch it on the link below.</small></p> <p>Design Brief</p> <p>You will complete a range of assignments to address the design brief. You will be working on a variety of media including drawing, painting, sculpture, printmaking, photography, digital media, and design. You will be working on a variety of subjects, you will set up the space in Year 7 (KS2) and Year 8 (KS3) and you will be working on a variety of subjects. You will be working on a variety of subjects. You will be working on a variety of subjects. You will be working on a variety of subjects.</p> <p>Focus for assessment:</p> <ul style="list-style-type: none"> • Ability to produce a wide range of marks, lines and textures • Colour mixing • Understanding of colour theory and colour in space • Ability to use a variety of media and techniques 	<p>Establishing a Yr7 Benchmark</p> <p>By structuring the autumn learning programme around a sequence of key learning activities and small assessments, an accurate profile of the skills, knowledge and understanding students have is built with the following priorities:</p> <ol style="list-style-type: none"> 1. Drawing: Ability to draw accurately and expressively from observation to analyse and record, to communicate ideas and for design purposes; 2. Control mark and tone: Use marks expressively and shading techniques to represent three-dimensions, form and space, with some knowledge of perspective. 3. Knowledge of artists and designers: Know how to look at and analyse works of art, craft and design to inform their own designs. 4. Creative: Be able to speak confidently expressing opinions and ideas, demonstrating the ability to interpret and synthesise from different sources/stimuli to create new/original outcomes. Selecting and controlling media with basic confidence. 5. Colour and paint: Be able to mix and use colour with knowledge, understanding and control of primary, secondary and tertiary, warm, cool and complimentary colours. Be able to select brushes and tools for painting to create surface effects with paint and create expressive marks. <p>Media- Pencil/graphite, soft pastels, oil pastels</p>	<p>Portraiture K and U</p> <p>Portraiture definition and purpose</p> <p>Understanding of commissioned work and portrait sitters</p> <p>Visual elements of Art- Tone to suggest form</p> <p>Proportions</p> 	<p>Media- Digital media</p> <p>Illustrator Adobe Programs and Ibis Paint</p> <p>Printmaking- Poly print</p> <p>Skills- Proportions of the face, Gridding up Drawing hover method and colour pencil blending</p>	<p>African Art K and U</p> <p>Visual elements of Art- Line shape, Texture, Form, Colour Theory</p> <p>Colour associations- rituals</p> <p>World cultures and ethnography- relating to the scientific description of peoples and cultures with their customs, habits, and mutual differences.</p> <p>AFRICAN MASKS</p> <p>DESIGN BRIEF</p> <p>This is the 3rd and final project in Year 7. You will be introduced to the variety of masks from countries and cultures around the world, before learning more specifically about African masks and their uses. You will study the work of artists, Picasso and Matisse, to see how their work was influenced by African masks. You will create a range of independent designs for your own tribal mask which will form the basis for the construction of a 3D mask.</p> <p>FOCUS FOR ASSESSMENT</p> <ul style="list-style-type: none"> • Quality of artist and cultural research • Originality and creative design skills • Successful manipulation of 3D materials to produce a 3D mask. 	<p>Media- Pencil/graphite, coloured pencils, fine line pen, paint and 3D mixed media, card construction mask heads</p> <p>Skills Gridding and hover method, observational and manipulative, Modifying and refining</p> <p>3D construction</p> <p>Research and analysis</p> <p>colour pencil blending</p>

		<p>Skills Frottage, Colour blending, observational drawing and manipulative skills Research and analysis</p>				
<p>Cultural Capital- Historical and Contemporary Artists British and European- Vincent Van Gogh and David Hockney- a century has passed- 2 artists , one love of nature and their environment</p>	<p>Literacy and linguistic development Key words sheet specialist Art language Easy 4C model Art literacy mats Super vocab</p>	<p>Cultural Capital -Historical and Contemporary Artists - Commissions – history and status- power, importance, virtue, beauty, wealth, taste, learning or other qualities of the sitter. BAME Portrait artists and sitters/ Female/male/ Chris Ofili Frida Khalo Henri Matisse Julian Opie Pablo Picasso</p>	<p>Literacy and linguistic development Key words sheet specialist Art language Easy 4C model Art literacy mats Super vocab</p>	<p>Cultural Capital- Historical and Contemporary Artists Amedeo Modigliani /Pablo Picasso World cultures- Masks around the world- Origin/meanings/ purpose/materials</p>	<p>Literacy and linguistic development Comparison techniques Key words sheet specialist Art language Easy 4C model Art literacy mats Super vocab</p>	
<p>Insect themed Pin cushion TEXTILES K and U H & S Hand embroidery- bookmark World without Textiles- videos</p>	<p>Media Bookmark – binca cloth and embroidery threads- fly stitch/cross stitch/blanket/running (differentiated spectrum) Design and make- pin cushion Skills Research and analysis Presentation skills Designing Hand sewing skills Construction Evaluating</p>	<p>Media Badge/emblem Hand felting process and technique Skills Research and analysis Embellishment Construction- basic shaping creation of a hand felt piece and build-up of stitching from second design</p>	<p>2 week timetable 6 groups every fortnight across the academic year</p>	<p>Design Brief In this project you will be learning that designing a textile product requires a design inspiration, which could be a theme to your work and/or an artist or designer inspiration. You will work through the design process and learn how to add hand sewing techniques to your work to enhance it.</p> <p>Your design task is to design and make a quality pin cushion based on the theme of insects and bugs, looking at the artist Seguy to further your design ideas. The product needs to be useable to a person that sews and be no bigger than 15cm x 15cm. You need to use at least two different types of fabric, such as polycotton and a felt fabric. Your pin cushion must include an insect theme with hand stitching embellishment, it could also include some components such as buttons, sequins or beads. You will need to consider colour scheme ideas as part of your design for your pin cushion.</p> <p>Focus for Assessment:</p> <ul style="list-style-type: none"> • Research carried out • Design Process Followed • Neat, organised sketchbook • Quality final pin cushion that meets The design brief. 		
<p>Cultural Capital- Historical and Contemporary Artists Textile Design in our world Entomology and E. Seguy Anne Kelly bug patchworks Ancient Egyptian Bugs and artefacts</p>	<p>Literacy and linguistic development Key words sheet Specialist Textile language</p>					

<p>8</p>	<p>Pop Art ART K and U Pop Art culture from Britain and USA and comparing past and present- Pop Culture today- advertising and commercial endeavour were actually forms of art merged into a singular aesthetic style</p>	<p>Media 3D card construction Drawing Coloured pencil Painting Collage Skills Notetaking skills Research and analysis Gridding method Typography Collaborative group work</p>	<p>Architectural Ceramics K and U Form and Function meaning and purpose found in both historical and contemporary architecture</p>	<p>Media Wax resist Pencil tone drawing -3D form Designing and developing ideas 3D mirror- Card or ceramics Skills Analysis and research Mind mapping 3D Ceramic skills</p>	<p>Bugs K and U Animal kingdom Periods in time Art nouveau period Hybrid bugs from botanical illustrations Etymology Repetition- What is pattern?- Repeating motifs</p>	<p>Skills and media Printmaking skills Frottage Designing and developing a print Collage- frottage and wax resist on paper and cutting out shapes of insects</p>
	<p>Yr 8 Design Brief</p>  <p>In this project you will learn how to create a variety of work inspired by the Pop Art movement and in particular the Pop Artists: Andy Warhol, Jasper Johns, Peter Blake and Roy Lichtenstein. You will look at Popular culture today and compare with its origins, as well as learning to develop your line drawing/colour and collage skills to produce a variety of pieces. You will extend your investigations by looking at the work of Lichtenstein and his use of comic books. After learning the skills and techniques required, you will individually produce a 3D letter before combining this to create an expressive word in small groups.</p> <p>Focus for assessment Accuracy in observational drawing and use of colour through crayon and paint Group work skills Research and recording skills Ability to create a 3D expressive word inspired by Lichtenstein</p>	<p>Media</p>  <p>YEAR 8 DESIGN BRIEF</p> <p>In this project you will learn about the work of artists and architects Gaudi and Hunderwasser.</p> <p>You will practice and develop your drawing skills in both line and tone as well as further developing and refining your skills in wax resist.</p> <p>You will also learn how to modify and develop realistic drawing work to develop into a 3D OUTCOME having developed your understanding of the design process.</p> <p>Focus for assessment... Development of line and tonal drawing skills Development of pencil crayon blending skills and wax resist informative and interesting research pages. Ability to adapt and abstract images to show the influence of both Gaudi and Hunderwasser.</p> <p>Originality of design work. Development of 3D skills to produce a mirror</p>	<p>Architectural Ceramics K and U</p> <p>In this project you will learn about the work of artists and architects Gaudi and Hunderwasser.</p> <p>You will practice and develop your drawing skills in both line and tone as well as further developing and refining your skills in wax resist.</p> <p>You will also learn how to modify and develop realistic drawing work to develop into a 3D OUTCOME having developed your understanding of the design process.</p> <p>Focus for assessment... Development of line and tonal drawing skills Development of pencil crayon blending skills and wax resist informative and interesting research pages. Ability to adapt and abstract images to show the influence of both Gaudi and Hunderwasser.</p> <p>Originality of design work. Development of 3D skills to produce a mirror</p>	<p>Media</p> <p>In this project you will learn about the work of artists and architects Gaudi and Hunderwasser.</p> <p>You will practice and develop your drawing skills in both line and tone as well as further developing and refining your skills in wax resist.</p> <p>You will also learn how to modify and develop realistic drawing work to develop into a 3D OUTCOME having developed your understanding of the design process.</p> <p>Focus for assessment... Development of line and tonal drawing skills Development of pencil crayon blending skills and wax resist informative and interesting research pages. Ability to adapt and abstract images to show the influence of both Gaudi and Hunderwasser.</p> <p>Originality of design work. Development of 3D skills to produce a mirror</p>	<p>BUGS</p> <p>DESIGN BRIEF</p> <p>In this project you will develop your drawing skills using varied techniques and media to produce a range of studies on the theme of Bugs. These will include a tonal pencil drawing, ink wash, cross-hatching biro and a wax monoprinting process. You will extend your investigations by looking at the work of William Morris and his use of repeated floral patterns. This will help to inspire your work and you will learn how to produce a set of frottages using found leaves.</p> <p>After creating a series of hybrid collaged insects, you will select your favourite design and translate this into a popboard to print onto your background.</p> <p>Focus for assessment</p> <ul style="list-style-type: none"> • Accuracy in drawing and use of tone and texture through manipulation of media • Ability to create successful collages and design work and pattern generation • Research skills through looking at the work of artists and craftspeople 	<p>Skills and media</p> <p>In this project you will learn about the work of artists and architects Gaudi and Hunderwasser.</p> <p>You will practice and develop your drawing skills in both line and tone as well as further developing and refining your skills in wax resist.</p> <p>You will also learn how to modify and develop realistic drawing work to develop into a 3D OUTCOME having developed your understanding of the design process.</p> <p>Focus for assessment... Development of line and tonal drawing skills Development of pencil crayon blending skills and wax resist informative and interesting research pages. Ability to adapt and abstract images to show the influence of both Gaudi and Hunderwasser.</p> <p>Originality of design work. Development of 3D skills to produce a mirror</p>
	<p>Cultural Capital- Historical and Contemporary Artists Popular Culture- 1960;s to present Jasper Johns- typography and pencil drawing skills Peter Blake- collage Andy Warhol- drawing and repetition Roy Lichtenstein- benday/comics</p>	<p>Literacy and linguistic development Expressive words- palindromes and onomatopoeias Key words sheet specialist Art language Tate videos</p>	<p>Cultural Capital- Historical and Contemporary Artists Form/function/meaning and purpose- Geographical move from Moors in Africa to Spain-Alhambra and Granada. Architects around the world- culture and religion Zaha Hadid – BAME British Iraqi female architect Frank Gehry Antoni Gaudi</p>	<p>Literacy and linguistic development Key words sheet specialist Art language 4C model analysing PAF method of writing Tate videos</p>	<p>Cultural Capital- Historical and Contemporary Artists Arts and Crafts movement Levon Biss- photographer William Morris- Arts and Crafts movement Zentangle origins and links to Asia from America</p>	<p>Literacy and linguistic development Comparison techniques Key words sheet specialist Art language Easy 4C model Art literacy mats Super vocab</p>

			Hundertwasser (5 skins theory)			
	<p>Sensory Toy TEXTILES K and U H & S review Design Brief Visual disassembly of sensory toy Sewing machine introduction Sewing sampler on the machine Practise applique- basic sewing</p>	<p>Media Sewing machine introduction Sewing sampler on the machine Practise applique- basic hand sewing media Tie dye</p>	<p>Skills Analysing and researching Sewing machine skills Embroidery sewing skills- hand sewing Template design Construction Embroidery sewing skills- Evaluating</p>	<p>2 week timetable 6 groups every fortnight across the academic year</p>	<p>Design Brief: Sensory Toy In this project you will be learning to use the sewing machine and how to add hand sewing skills to your work. You will be learning that designing a textile product requires a design inspiration, you can choose your own character or animal, as well as researching the British artist Bridget Riley. Your design task is to design and make a Sensory Toy for a baby, you will be investigating sensory toys and common themes seen in baby toys to further your design ideas. The sensory toy needs to be suitable for a baby aged 3 months to 18 months. The product needs to be no bigger than 25cm x 15cm. You will need to use at least two different types of fabrics, such as a cotton/polyester and a felt fabric. You will be dyeing your own fabric using the tie-dye method to add colour to the white cotton fabric. Your sensory toy must include machine stitching, with some hand stitching embroidery, it could also include some components commonly seen in baby toys such as teething rings, bells and ribbons. You will need to consider your colour scheme ideas, theme ideas and what sensory features your baby toy will include.</p> 	
	<p>Cultural Capital- Historical and Contemporary Artists Op Art- Bridget Riley</p>	<p>Literacy and linguistic development Key words sheet specialist Textile language Evaluation sheet</p>				
9	<p>‘Save our planet’-The Great Pacific Garbage Patch’ ART K and U How plastic harms the environment and creates the Great Pacific Garbage Patch- Investigation of using plastics and recycling objects and responding to artists who use recycled objects in their work</p>	<p>Media Biro/graphite Mono printing/sgraffito Tempera Painting Scraper board Skills Analysis and research skills Gathering and manipulating to recycle and make something new out of old</p>	<p>Urban Landscape -‘Our City’- ART K and U Where we are in the world and our context- connections between the past and present- Bradford's history, culture and community- Historic Buildings and function/purpose Patterns that not only celebrate city landmarks, but their culture, attitude and spirit as well.</p>	<p>Media Graphic media Charcoal large scale Typography Water colour and fine line pen Charcoal /erasers Skills Drawing Graphic Design Poster designing ICT transfer papers Collaborative group print project banners</p>	<p>‘Dia de los Muertos’ - (Mexican Day of the Dead) in Aztec traditions honouring the dead. Aztec Empire's influence on present- day Mexico and Central America Festivals Body adornment Rituals of death Disguise and concealment</p>	<p>Media Coloured pencil Paper cut banners Mini 3D hats Pencil crayon and fine line pen/collage Skills Coloured pencil Gridding method 3D construction / cutting Designing</p>

<p>to raise awareness of ocean pollution</p> 				<p>Colour association</p> 	
<p>Cultural Capital- Historical and Contemporary Artists How we are responsible for our world down to our local environment Tony Cragg Robert Bradford Stephen Rodrig Khalil Chistree Guerra de La Paz Tan Zi Xi Hannah Tofts- plastic sea animation Vanitas Painting comparisons Tempera Painting and printmaking</p>	<p>Literacy and linguistic development Key words sheet Specialist Art language</p>	<p>Cultural Capital- Historical and Contemporary Artists Me in my city- Bradford Innovators of our past- Titus Salt- Rich cultural heritage of Bradford area/Grade 2 listed etc Jeanette Barnes Maria Dahlgren- Scandinavian artists and designers- link to Ikea and inspiration from others</p>	<p>Literacy and linguistic development Key words sheet specialist Art language 4C model analysing PAF method of writing Tate videos</p>	<p>Cultural Capital- Historical and Contemporary Artists Aztec traditions Culture and festivals- our context, religions and our culture Comparisons throughout the world Films/movies- Coco</p>	<p>Literacy and linguistic development Key words sheet specialist Art language 4C model analysing PAF method of writing Tate videos</p>
<p>Yr9 IMMERSIVE TEXTILES 2 short projects- Recycled Textiles K and U Hand embroidery and hand applique work.</p>	<p>Media Dye techniques Mixed Media Textiles Brown paper/collage/stitch/free machine embroidery Recycled textiles</p>	<p>Skills Embellishment hand stitching/beading/couching Exploratory textiles skills Adobe Illustrator Printmaking Screen printing Batik</p>	<p>2 week timetable- 5 x groups Half a year</p>		
<p>Cultural Capital- Historical and Contemporary Artists</p>	<p>Literacy and linguistic development Key words sheet specialist Art language</p>				

	Yinka Shonabare Jessica Grady Alice Fox Jill Flower	Embellishment, Embroidery, Circular, Hand Stitched, Sequins, Beading, Layered composition, Colourful				
10	Term 1 Natural Forms ART K and U Natural world- physical environments, nature and features of our planet	Skills and media Coloured pencil Drawing- graphite media Watercolours Lino printing Soft pastels Artist research and analysis	Term 2- Close up Cactus and succulents Digital Photography Drawing Grid method Soft pastels	Skills and media Coloured pencil Fine line pen and ink Monochromatic pastel Coloured soft pastels Design Development and 3D Ceramic construction	Term 3- Portraiture Wrapped, tied Twisted Artist analysis Drawing Mixed media Painting Pastel- monochromatic and colour Ink wash /biro and pen work	Skills and media Full range of dry and wet media Acrylic painting Bleach and mixed media Mixed media
	Cultural Capital- Historical and Contemporary Artists Wonders of the world Natural world Expressionist printmakers Rachel Newling	Literacy and linguistic development Key words sheet specialist Art language Art for words booklets 4C model analysis Literacy mats Super vocab sheets Ping Pong critique	Cultural Capital- Historical and Contemporary Artists Karl Blossfeldt and photographers from the past-pin hole photographers, macro etc Edward Muybridge Invention of the camera and moving image- Bradford National Science Museum Edward Weston Suzanne Saroff Photography unit on distortion and refraction in water Contact sheet and camera skills	Literacy and linguistic development Key words sheet specialist Art language Art for words booklets 4C model analysis Literacy mats Super vocab sheets Ping Pong critique	Cultural Capital- Historical and Contemporary Artists Agnes Cecil Tom Ford Christo and Jeanne- Claude Nyko Gyftakis Janet Fish Henry Moore	Literacy and linguistic development Key words sheet specialist Art language Art for words booklets 4C model analysis Literacy mats Super vocab sheets Ping Pong critique
						
			Angie Lewin			

11	<p>Term 1 Natural Forms- TEXTILES K and U</p> <p>Cultural fusion- mixing of different cultures, art forms, religion and societies</p>	<p>Skills and media</p> <p>Pencil Coloured pencil Full range of Textile media Illustrator- develop lino design</p> 	<p>Term 2- Natural Forms Skills and media</p> <p>Printing techniques- lino printing, other printing Own design Large scale lino print created. Free-embroidery work- machine and hand stitching</p>	<p>Skills and media</p> <p>Print and Applique Reverse applique work Artist research and analysis Paper textile work Own design</p>	<p>Term 3-</p> <p>Fabric dyeing Combining stitch and print together- large scale quilt</p>	<p>Fabric dyes Print Applique Quilting Free-embroidery</p>
	<p>Cultural Capital- Historical and Contemporary Artists Delita Martin Gillian Travis Lino print artist</p>	<p>Literacy and linguistic development Key words sheet specialist language Art for words booklets 4C model analysis Literacy mats</p>	<p>Cultural Capital- Historical and Contemporary Artists Janet Edmonds- her work links to printing technique- cultural inspired decorative box</p>	<p>Literacy and linguistic development Key words sheet specialist language Art for words booklets 4C model analysis Literacy mats</p>	<p>Cultural Capital- Historical and Contemporary Artists</p>	<p>Literacy and linguistic development Key words sheet specialist Art language</p>
	<p>Component 1 ART Coursework Wrapped, Tied and Twisted</p>	<p>Component 1 Coursework</p>	<p>ESA</p>	<p>ESA</p>	<p>External examinations</p>	<p>External examinations</p>
<p>Component 1 TEXTILES Coursework Under the microscope- Cells</p>	<p>Component 1 Coursework</p>	<p>ESA</p>	<p>ESA</p>	<p>External examinations</p>	<p>External examinations</p>	