

## Abbey Court School Art and Design Curriculum Map

**Key:** Black – main class topic; **Blue – Art scheme of work;** Green – References to Art & Design Programmes of Study (National Curriculum Links); **Red – suggested educational visit/enrichment activity**

Skills: What pupils do and create.

Analysis: Pupils use their skills to improve, experiment, practise and design.

Assessment: Pupils sum up their own and others work, to gain awareness and knowledge to improve their skills.

### Primary Department Coverage plan

CLASS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1 (KSI)	<b>Under the Sea</b>	<b>Great Fire of London</b>	<b>The Senses</b>	<b>The Weather</b>	<b>Indian Experience</b>	<b>On the Farm</b>
	<b>Under the Sea</b>  <b>Artist focus:</b> <b>David Hockney</b> UK contemporary painter (Gay) <b>Eleni Kalaiton</b> Greek contemporary sculpture (Female)	<b>Great Fire of London'</b>  <b>Artist focus:</b> <b>Henry Paraina</b> USA contemporary painter <b>Jean Le Baron</b> USA contemporary painter (female)	<b>The Senses</b>  <b>Artist focus:</b> <b>Richard Hamilton/ David Bomberg/ Francis Bacon</b> (Gay) UK Painters and Printmakers <b>John Latham</b> UK Sculpture	<b>The Weather</b>  <b>Artist focus:</b> <b>Leonid Afremov</b> Belarusian Contemporary Painter	<b>Indian Experience</b>  <b>Artist focus:</b> <b>Shanti Sridharan</b> Indian traditional cultural crafts (Female)	<b>On the Farm</b>  <b>Artist focus:</b> <b>Franz Marc</b> German painter
	To use drawing, painting and sculpture to develop their ideas.	To develop a wide range of art and design techniques- specifically exploring lines.	To explore the work of a range of artists, craft makers and designers.	To develop a wide range of art and design techniques- specifically exploring colour.	To develop a wide range of art and design techniques- specifically exploring pattern.	To develop a wide range of art and design techniques- specifically exploring texture.
	Visit to Upnor beach to collect natural resources.	Visit a fire station and find out more about fire and how quickly it can spread.	Go on a nature walk to find different sensory materials outside- e.g.: feathers/ stones.	Go on a nature walk in different weather conditions.	Visit a clothes shop that sells saris to explore their different patterns.	Visit a farm shop to buy fruits and vegetables for printing.
Year 2 (KSI)	<b>Myself and My Family</b>	<b>Space</b>	<b>Musicals</b>	<b>Rochester</b>	<b>Viva Italia</b>	<b>The Jungle</b>

	<p><b>Myself and My Family</b></p> <p><b>Artist focus:</b>  <b>Thomas C Fredro</b>            USA Contemporary Urban Art  <b>Patrik Bremer</b>            UK Contemporary painter</p>	<p><b>Space</b></p> <p><b>Artist focus:</b>  <b>Ivy Stevens-Gupta</b>            USA Contemporary Printer, Textiles and Colour Therapy (Female)</p>	<p><b>Musicals</b></p> <p><b>Artist focus:</b>  <b>Theatre Designers</b>            UK Team from production of Lion King (Collaborative)</p>	<p><b>Rochester</b></p> <p><b>Artist focus:</b>  <b>Rochester Cathedral</b>            Local Historical Religious Architecture</p>	<p><b>Viva Italia</b></p> <p><b>Artist focus:</b>  <b>Italian Churches</b>            Religious Architecture from another country</p>	<p><b>The Jungle</b></p> <p><b>Artist focus:</b>  <b>Henri Rousseau</b>            French Naïve painter</p>
	To develop and share their ideas, experiences and imagination.	To use a range of materials creatively to design and make products.	To develop a wide range of art and design techniques – specifically form and space	To develop a wide range of art and design techniques – specifically shape.	Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities.	Learn about the work of a range of artists, craft makers and designers, making links to their own work
	Drive past pupil's homes to see where they live.	Visit London's Planetarium in Greenwich.	Visit a local theatre such as the Brooke or the Hazlitt.	Places in Rochester including the castle, Cathedral, Guildhall museum and town.	Visit an Italian restaurant.	Visit a local animal park.
<b>Year 3 (KS2)</b>	<b>How our bodies work</b>	<b>Florence Nightingale</b>	<b>African Experience</b>	<b>Romans</b>	<b>My Community</b>	<b>Inventions</b>
	<p><b>How our bodies work</b></p> <p><b>Artist focus:</b>  <b>John Stenzaker</b>            UK Conceptual Photographic Artist  <b>Joanna Mozdzen</b>            Canadian Contemporary Sculptor and Ceramist (Female)</p>	<p><b>Florence Nightingale</b></p> <p><b>Artist focus:</b>  <b>Cecil Thomas</b>            UK Sculpture and Small works in metal (Coins and Medals)</p>	<p><b>African Experience</b></p> <p><b>Artist focus:</b>  <b>Joseph Amedokpo</b>            Togolese Painter who moved to Lagos Nigeria at eight years old. Contemporary Black artist</p>	<p><b>Romans</b></p> <p><b>Artist focus:</b>  <b>Skopas, Praxiteles Phidias and Lysippos</b>            Ancient Greek sculptures who influenced the Romans</p>	<p><b>My Community</b></p> <p><b>Artist focus:</b>  <b>L.S. Lowery</b>            UK self-taught painter who showed industrial life in North West during the mid-20<sup>th</sup> century</p>	<p><b>Inventions</b></p> <p><b>Artist focus:</b>  <b>William Morris</b>            UK Arts and Crafts designer of textiles and ceramics 19<sup>th</sup> Century</p>
	To create sketch books to record their observations.	To improve their mastery of art and design techniques, including drawing.	To improve their mastery of art and design techniques, including painting.	To improve their mastery of art and design techniques, including sculpture.	To learn about great artists, architects and designers in history.	To use sketchbooks to review and revisit ideas.

	Visit to Science Museum.	Florence Nightingale statue at Waterloo Place in Westminster, London.	Visit a local animal park.	Visit to Roman Museum in Canterbury.	Trips in the local community such as nearby shops, parks etc.	Visit to the Science museum.
<b>Year 4 (KS2)</b>	<b>Up and Away</b>	<b>Chocolate</b>	<b>Heroes and Heroines</b>	<b>Vikings</b>	<b>A Bug's Life</b>	<b>Carnival of Rio</b>
	<b>Up and Away</b> <b>Artist focus:</b> <b>Olga Hamilton</b> USA contemporary photographer and video art (female)	<b>Chocolate</b> <b>Artist focus:</b> <b>Laura Benjamin</b> USA contemporary computer graphic artist (female)	<b>Heroes and Heroines</b> <b>Artist focus:</b> <b>Stan Lee</b> USA comic book artist	<b>Vikings</b> <b>Artist focus:</b> <b>Norse Art</b> Scandinavian Ancient culture items made of metal, wood, bone, ivory and textiles	<b>A Bug's Life</b> <b>Artist focus:</b> Japanese <b>Butterfly and insect</b> textiles design	<b>Carnival of Rio</b> <b>Artist focus:</b> Brazilian designs from carnival mask making
	To improve their mastery of art and design techniques, including sculpture.	To develop their techniques, including their use of materials.	To develop their techniques with creativity, experimentation.	To develop their techniques with an increasing awareness of different kinds of art, craft and design.	To explore using a range of materials [for example, pencil, charcoal, paint, clay].	To develop their techniques, including their control.
	Visit to a park to fly a kite.	Visit to supermarket to buy chocolate.	Visit to fancy dress store.	Visit to Guidhall Museum.	Visit to Riverside Country Park.	Visit to shops to buy face paint.
<b>Year 5 (KS2)</b>	<b>Dinosaurs</b>	<b>Woodlands</b>	<b>Anglo-Saxons</b>	<b>Water, water, everywhere</b>	<b>Down Under</b>	<b>Back to the Future</b>
	<b>Dinosaurs</b> <b>Artist focus:</b> <b>Nathalie Van</b> Canadian Contemporary Abstract wall artist (Female)	<b>Woodlands</b> <b>Artist focus:</b> <b>Spencer Byles</b> French Contemporary land artist using natural materials	<b>Anglo-Saxons</b> <b>Artist focus:</b> <b>Anglo Saxon</b> Saxon invaders of UK Textiles and tapestry of this ancient culture	<b>Water, water, everywhere</b> <b>Artist focus:</b> <b>Luiza Vizoli</b> Romanian Contemporary artist (Female)	<b>Down Under</b> <b>Artist focus:</b> <b>Aboriginal</b> <b>Dream Time Art</b> Native Australian culture	<b>Back to the Future</b> <b>Artist focus:</b> <b>Friedensreich</b> <b>Hundertwasser</b> New Zealand Architectural fairground artist

	To create sketch books to record their observations.	To improve their mastery of art and design techniques, including drawing.	To improve their mastery of art and design techniques, including painting.	To improve their mastery of art and design techniques, including sculpture.	To learn about great artists, architects and designers in history.	To use sketchbooks to review and revisit ideas.
	Visit to Natural History Museum.	Visit to Shorne Country Park.	Visit to Guildhall Museum.	Visit to Hydro-Pool.	Visit to Australian store.	Visit to Rochester Castle
<b>Year 6 (KS2)</b>	<b>Volcanoes and Earthquakes</b>	<b>Mini-Enterprise</b>	<b>World War 2</b>	<b>Healthy Living (Diet and Exercise)</b>	<b>American Experience (Wild West)</b>	<b>Fashion</b>
	<b>Volcanoes and Earthquakes</b>	<b>Mini-Enterprise</b>	<b>World War 2</b>	<b>Healthy Living (Diet and Exercise)</b>	<b>American Experience (Wild West)</b>	<b>Fashion</b>
	<b>Artist focus: Charles Arnoldi USA Printmaker</b>	<b>Artist focus: World of Jewellery design</b>	<b>Artist focus: Alan Moore UK writer and comic books</b>	<b>Artist focus: Giuseppe Arcimboldo Italian 16<sup>th</sup> century painter</b>	<b>Artist focus: Native American Plains Indians</b>	<b>Artist focus: Tony Cragg UK Sculpture</b>
	To improve their mastery of art and design techniques, including sculpture.	To develop their techniques, including their use of materials.	To develop their techniques with creativity, experimentation.	To develop their techniques, including their control.	To explore using a range of materials [for example, pencil, charcoal, paint, clay].	To have an increasing awareness of different kinds of art, craft and design.
	Visit to shop to buy sand for textured paint.	Visit to fabric store.	Visiting local areas to look at war memorials.	Visit to supermarket for healthy foods.	Visit to American Diner.	Visits to clothes shops.

### Secondary Department Coverage Plan

<b>CLASS</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 7 (KS3)</b>	<b>Self-Image</b>	<b>Self-Image</b>	<b>3D Art – Junk Modelling</b>	<b>Drawing skills</b>	<b>Looking at objects- photos</b>	<b>Form through still life</b>

	<p><b>Artist focus:</b> <b>Keith Haring</b> USA Street Artist (Gay) <b>Vincent Van Gough</b> Dutch painter</p>	<p><b>Artist focus:</b> <b>Jean Paul Gautier</b> French Designer (Gay)</p>	<p><b>Artist focus:</b> <b>Leo Sewell</b> USA Found object Artist <b>Michelle Reader</b> UK Recycled Artist (Female)</p>	<p><b>Artist focus:</b> Drawings of Spanish <b>Pablo Picasso</b> and UK <b>Henry Moore</b></p>	<p><b>Artist focus:</b> <b>Andy Warhol</b> USA Printmaker (Gay) <b>Roy Lichtenstien</b> artist</p>	<p><b>Artist focus:</b> <b>Claus Oldenburg</b> Swedish Sculpture</p>
	<p><u>Skills:</u> Drawing Line, Tone, Form, Shape, Pattern and Texture.</p> <p><u>Assessment:</u> Evaluation of work (Self &amp; peer)</p> <p><u>Analysis:</u> Artists who have produced self- portraits.</p>	<p><u>Skills:</u> Drawing Line, Tone, Form, Shape, Pattern and Texture.</p> <p><u>Assessment:</u> Evaluation of work (Self &amp; peer)</p> <p><u>Analysis:</u> Image, media, fashions, ICT and magazines.</p>	<p><u>Skills:</u> Using digital technology, Collage, 3D and Textiles. Developing drawing skills further.</p> <p><u>Assessment:</u> Evaluation artists linked to own practise.</p> <p><u>Analysis:</u> Independence in ideas and creativity.</p>	<p><u>Skills:</u> Using a range of techniques to record their observations in sketchbooks, journals and other media.</p> <p><u>Analysis:</u> Results of exploring, drawing, painting textures.</p> <p><u>Assessment:</u> Evaluation of artists linked to own practise.</p>	<p><u>Skills:</u> Photographing real objects using college and ICT to experiment with a range of techniques and media, including painting.</p> <p><u>Assessment:</u> Recording their own observations .</p> <p><u>Analysis:</u> Independence in ideas and creativity.</p>	<p><u>Skills:</u> Observation of the 3D form through drawing and painting.</p> <p><u>Analysis:</u> Introduction of ceramics and other modelling materials.</p> <p><u>Assessment:</u> Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.</p>
	<p>Online Line access to the National Portrait Gallery. Pre 20<sup>th</sup> Century</p>	<p>Online Line access to the National Portrait Gallery. Contemporary Art</p>	<p>Visit supermarket to ask for boxes and other junk materials.</p>	<p>Visiting local park to record observations.</p>	<p>Visit farm, local park, buildings to photograph areas and make a collage.</p>	<p>Visit local area to find natural still life objects. Shopping for fruits and vegetables. Study of kitchen utensils in food technology area.</p>
Year 8 (KS3)	<p><b>Object and viewpoint</b></p>	<p><b>What's in a building?</b></p>	<p><b>Materials used in different cultures</b></p>	<p><b>Techniques used in different cultures</b></p>	<p><b>Light and dark</b></p>	<p><b>Applique into fabric</b></p>
	<p><b>Artist focus:</b> <b>David Hockney</b> UK (Gay) Artist</p>	<p><b>Artist focus:</b> <b>Patrick Caulfield</b> UK Artist</p>	<p><b>Artist focus:</b> <b>Chris Ofili</b> UK (Black) Artist</p>	<p><b>Artist focus:</b> <b>Nabaki Namibia</b> Namibian textiles manufacturer</p>	<p><b>Artist focus:</b> <b>Giorgio Morandi</b> Italian Painter and Printmaker</p>	<p><b>Artist focus:</b> <b>Indian Textiles</b> Jaipur, India Ancient Wood Block Printing</p>

	<p><u>Skills:</u> Developing and using merging techniques of drawing and painting, to increase their proficiency in the handling of different materials.</p> <p><u>Assessment:</u> Knowledge used to evaluate work (Self &amp; peer)</p> <p><u>Analysis:</u> Artists who have produced landscape.</p>	<p><u>Skills:</u> Exploring mosaic. Learning about the history of Arts and Crafts movement. Introduction to architecture form observation.</p> <p><u>Assessment:</u> Evaluation of work (Self &amp; peer)</p> <p><u>Analysis:</u> Designers and architects who using natural forms in architecture.</p>	<p><u>Skills:</u> Using digital technology, Collage, and Textiles Design. Developing recording drawing skills further.</p> <p><u>Assessment:</u> Evaluation of other cultures linked to own practise.</p> <p><u>Analysis:</u> Materials, fabrics and textiles.</p>	<p><u>Skills:</u> Using a range of techniques to record their observations in sketchbooks, journals and other media.</p> <p><u>Analysis:</u> Results of exploring textile.</p> <p><u>Assessment:</u> Evaluation of other cultures linked to own practise.</p>	<p><u>Skills:</u> Using tonal drawing and monochrome painting. Black and White photography and ICT to experiment with a range of light effects.</p> <p><u>Assessment:</u> Recording their own observations.</p> <p><u>Analysis:</u> Observation of variety of tonal ranges used.</p>	<p><u>Skills:</u> Observation of the 3D form through sewing and textile techniques. Recycling.</p> <p><u>Analysis:</u> Structures of fibres, weaving and fabrics.</p> <p><u>Assessment:</u> Evaluate their own work, and that of other designers, in order to strengthen the visual impact or applications of their work.</p>
	<p>Online Line access to the National Gallery. Pre 20<sup>th</sup> Century</p>	<p>Online Line access to Tate Britain Gallery. Arts and Crafts.</p>	<p>Indian fabric store.</p>	<p>Indian architecture and religious buildings.</p>	<p>Explore sensory rooms on both school sites.</p>	<p>Fabric and sewing store.</p>
<p><b>Year 9 (KS3)</b></p>	<p><b>Life events- media</b></p>	<p><b>Animating art</b></p>	<p><b>Drawing techniques</b></p>	<p><b>Use of colour and texture</b></p>	<p><b>Design through nature</b></p>	<p><b>Sculpture</b></p>
	<p><b>Artist focus:</b>  <b>Miki de Goodaboom</b>          French (Female)          Contemporary Painter</p>	<p><b>Artist focus:</b>  <b>Kitty Meijering</b>          Netherlands (Female)          Contemporary Painter</p>	<p><b>Artist focus:</b>  <b>Keith Thrash</b>          USA Contemporary          Pencil draftsman and Artist</p>	<p><b>Artist focus:</b>  <b>John Bramblitt</b>          USA Contemporary          (Blind) Painter</p>	<p><b>Artist focus:</b>  <b>Karl Blossfeldt</b>          German 19<sup>th</sup> Century          Photographer</p>	<p><b>Artist focus:</b>  <b>Barbara Hepworth</b>          UK (Female) Sculpture          20<sup>th</sup> Century</p>

	<p><u>Skills:</u> Developing researched images to increase their proficiency in recording ideas.</p> <p><u>Assessment:</u> Knowledge and experience used to evaluate work (Self &amp; peer)</p> <p><u>Analysis:</u> Contemporary media and its visual impact.</p>	<p><u>Skills:</u> Observation of the 3D form through animation and exploring movement.</p> <p><u>Analysis:</u> ICT and Animation.</p> <p><u>Assessment:</u> Evaluate their own work, and that of other designers, in order to strengthen the visual impact or applications of their work.</p>	<p><u>Skills:</u> Using a range of techniques to record their observations in sketchbooks, journals and other media.</p> <p><u>Analysis:</u> Results of exploring, drawing, painting textures.</p> <p><u>Assessment:</u> Evaluation of artists who have drawn or painted animals.</p>	<p><u>Skills:</u> Using colour theory and water colour painting. Colour printing, photography and ICT to experiment with a range of colour effects.</p> <p><u>Assessment:</u> Recording their own observations.</p> <p><u>Analysis:</u> Observation of colour mixing.</p>	<p><u>Skills:</u> Photographing, printing and tonal drawing of natural form and plants. Painting with tertiary colours building from colour theory.</p> <p><u>Assessment:</u> Recording their own observations.</p> <p><u>Analysis:</u> Independence of colour mixing variations.</p>	<p><u>Skills:</u> Observation of the 3D form through sculpting techniques.</p> <p><u>Analysis:</u> Ceramics, Sculpture and modelling materials.</p> <p><u>Assessment:</u> Evaluate their own work, and that of sculptures in order to strengthen the visual impact or applications of their work.</p>
	Newsagents to buy magazines.	Cinema and films.	The Farm and its animals.	Online Royal Academy gallery. (Colour Theory)	Shorne Country Park. Online research Gaudi and Barcelona.	Local country parks including sculptures. Online Henry Moore Home and Gallery.
<b>Year 10 (KS4)</b>	<b>Picture this</b>	<b>Personal spaces, public places</b>	<b>Exploring patterns 1- buildings</b>	<b>Exploring patterns 2- in nature</b>	<b>Developing style</b>	<b>Display gallery</b>
	<b>Artist focus:</b> <b>Patricia Tobin</b> UK Contemporary (Female) Printer	<b>Artist focus:</b> <b>Banksy</b> UK Contemporary Street Art	<b>Artist focus:</b> <b>Johannes Vermeer</b> Dutch 17 <sup>th</sup> Century Painter	<b>Artist focus:</b> <b>Jan Poynter</b> Canadian (Female) Mural Artist	<b>Artist focus:</b> <b>Maxine Sutton</b> UK (Female) Textile Artist	<b>Artist focus:</b> <b>Exhibitions from:</b> <b>Turner Contemporary,</b> Margate, UK <b>Stephan Oliver Gallery,</b> Dartford, UK

	<p><u>Skills:</u> Developing and using merging techniques of drawing printers and painting, to increase their proficiency in the handling of different materials.</p> <p><u>Assessment:</u> Knowledge used to evaluate work (Self &amp; peer)</p> <p><u>Analysis:</u> Artists or printmakers of pupils own choice.</p>	<p><u>Skills:</u> Exploring and developing mosaic. Learning about street art. Introduction to contemporary architecture form observation.</p> <p><u>Assessment:</u> Independence and individual abilities produced own work.</p> <p><u>Analysis:</u> Artists and architects who are contemporary.</p>	<p><u>Skills:</u> Using digital technology, Collage, and Textiles Design. Developing recording drawing and printing skills further.</p> <p><u>Assessment:</u> Independence and individual abilities produced own work inspired by another culture.</p> <p><u>Analysis:</u> Materials, construction and textures.</p>	<p><u>Skills:</u> Using a range of techniques to record their observations in sketchbooks, journals and other media.</p> <p><u>Analysis:</u> Results of exploring patterns in nature.</p> <p><u>Assessment:</u> Evaluation independence and individual recording of natural forms from life.</p>	<p><u>Skills:</u> From observations of 2D, 3D and ICT artwork, create own unique piece of artwork.</p> <p><u>Analysis:</u> Own inspirations and interests.</p> <p><u>Assessment:</u> Evaluate their own work, and that of other artists, designers and other cultures in order to strengthen the visual impact or applications of their work.</p>	<p><u>Skills:</u> Exploring exhibitions and galleries. Introduction to how display own work effectively.</p> <p><u>Assessment:</u> Evaluation of own and others work (Self &amp; peer)</p> <p><u>Analysis:</u> Writing/communicating a statement of intent and evaluation of your own work. Producing an exhibition and inviting guests for private view.</p>
	<p>Visit local areas and photograph objects/ buildings/ animals of interest.</p>	<p>Visit contemporary architecture and murals/ street art.</p>	<p>Visit local areas to look at range of buildings such as churches/ houses/ cathedrals.</p>	<p>Visit Riverside Country Park.</p>	<p>Visit an art store to collect resources needed for individual styles.</p>	<p>Local art galleries in Rochester.</p>
<b>Year 11 (KS4)</b>	<b>Art in different cultures</b>	<b>My favourite artist</b>	<b>Abstract art</b>	<b>Self-portrait</b>	<b>Designing and making 2D collaborative</b>	<b>Designing and making 3D collaborative</b>
	<p><b>Artist focus:</b> <b>Rosemary Lim</b> USA/Singapore (Female) Self-taught Artist inspired by tribal masks</p>	<p><b>Artist focus:</b> <b>Frida Kahlo</b> Mexican (Female) Disabled 20<sup>th</sup> Century Artist <b>(Pupils Choice of artist)</b></p>	<p><b>Artist focus:</b> <b>Wassily Kandinsky</b> Russian 20<sup>th</sup> Century Artist</p>	<p><b>Artist focus:</b> <b>Sandro Botticelli</b> Italian 16<sup>th</sup> Century Painter</p>	<p><b>Artist focus:</b> <b>Keith Haring</b> <b>Alice Neel</b> USA (Gay and Lesbian) Artists</p>	<p><b>Artist focus:</b> <b>Wall and Floor Mosaic</b> Arabic, Roman, Asian historical cultures</p>



<p><u>Skills:</u> By the observation of the 3D form through sculpting and ceramic from other cultures and techniques create a unique 3D form.</p> <p><u>Analysis:</u> Independence with Ceramics, Sculpture and modelling materials.</p> <p><u>Assessment:</u> Evaluate their own work, and that of designers, sculptures from other cultures in order to strengthen the visual impact or applications of their work.</p>	<p><u>Skills:</u> Using a range of techniques to record their observations in sketchbooks, journals and other media.</p> <p>Research contemporary artists and designers and record their styles and techniques.</p> <p><u>Analysis:</u> Results of research to inform the production of a collage, drawing or painting in own style.</p> <p><u>Assessment:</u> Evaluation of contemporary artists who have inspired them. Full research presented and evidence of its impact on own work.</p>	<p><u>Skills:</u> Using printing or painting effects, colour theory, pastels and water colour painting. Colour, shape used in ICT to experiment with a range of colour effects and shapes.</p> <p><u>Assessment:</u> Recording their own observations of abstracted shapes.</p> <p><u>Analysis:</u> Observation drawing used to inform and abstracted form and increased use of colour mixing and experimentation of materials and techniques.</p>	<p><u>Skills:</u> Using printing or painting effects, colour theory, pastels and water colour painting. Colour, shape used in ICT to experiment with a range of effects to produce a self-portrait.</p> <p><u>Assessment:</u> Recording their own interests and hobbies.</p> <p><u>Analysis:</u> Observation drawing used to inform and increased use of colour mixing and experimentation of materials and techniques.</p>	<p><u>Skills:</u> Collaboration in a whole class project to produce a mural or poster artwork. Observe public and political artwork and mural artists.</p> <p><u>Analysis:</u> Group inspirations and political messages.</p> <p><u>Assessment:</u> Evaluate their own work, and that of artists, printers, designers and other cultures in order to strengthen understanding of protest through art or a narrative expressed through visual means. Exhibit resulting work.</p>	<p><u>Skills:</u> Collaboration in a whole class project to produce a 3D artwork. Observe public sculpture or mosaics.</p> <p><u>Analysis:</u> Group inspirations of an important person who needs to be represented in a public space.</p> <p><u>Assessment:</u> Evaluate their own work, and that of sculptures, public art and other cultures in order to strengthen understanding of protest through art or a narrative expressed through visual means. Exhibit resulting work in the community. Have a public unveiling.</p>
<p>Online V &amp; A museum</p>	<p>Turner Contemporary.</p>	<p>Online gallery Tate Modern.</p>	<p>National Portrait Gallery.</p>	<p>Murals and political art around the area.</p>	<p>Memorials and public mosaics, sculptures in the local area.</p>

