

Year	Module	Focus Artist/Designer/Craftsperson: Saied Dai Art Focus: Drawing
1	1	
Vocabulary for the year:	Line: Thick, thin, bold, light Tone: Light, dark, grey, faded Colour: Primary, secondary, light, dark Pattern and Texture: Bumpy, soft, thick, smooth, shiny Shape and Form: Flat, round, square, curved, size	
Objectives:	• Can they communicate something about themselves in their drawing? • Can they create moods in their drawings? • Can they draw using pencil and crayons? • Can they draw lines of different shapes and thickness, using two different grades of pencil?	
Assessment criteria for the year:	• Develop and refine lines for increased accuracy • Refine and combine shapes to become more realistic • Painting: Making choices on the application of paint for a purpose • Making choices on lines and shapes for a purpose • Drawing: beginning to identify and apply different tones • Painting: beginning to mix colour to make and apply different tones and colour values • Identify the content and themes of studied artwork • Discuss colour and basic art elements (lines, shapes, patterns) • Can they link art elements within own art to a studied artist? • Give opinions (what they like/dislike) about artwork	

Art Curriculum

Year 1

Year	Module	Focus Artist/Designer/Craftsperson: Favianna Rodriguez
1	2	
Vocabulary for the year:	Line: Thick, thin, bold, light Tone: Light, dark, grey, faded Colour: Primary, secondary, light, dark Pattern and Texture: Bumpy, soft, thick, smooth, shiny Shape and Form: Flat, round, square, curved, size	
Objectives:	• Can they print with sponges, vegetables and fruit? • Can they print onto paper and textile? • Can they design their own printing block? • Can they create a repeating pattern?	
Assessment criteria for the year:	• Develop and refine lines for increased accuracy • Refine and combine shapes to become more realistic • Painting: Making choices on the application of paint for a purpose • Making choices on lines and shapes for a purpose • Drawing: beginning to identify and apply different tones • Painting: beginning to mix colour to make and apply different tones and colour values • Identify the content and themes of studied artwork • Discuss colour and basic art elements (lines, shapes, patterns) • Can they link art elements within own art to a studied artist? • Give opinions (what they like/dislike) about artwork	

Year	Module	Focus Artist/Designer/Craftsperson: Joan Mitchell Focus: Painting
1	3	
Vocabulary for the year:	Line: Thick, thin, bold, light Tone: Light, dark, grey, faded Colour: Primary, secondary, light, dark Pattern and Texture: Bumpy, soft, thick, smooth, shiny Shape and Form: Flat, round, square, curved, size	
Objectives:	• Can they communicate something about themselves in their painting? • Can they create moods in their paintings? • Can they choose to use thick and thin brushes as appropriate? • Can they paint a picture of something they can see? • Can they name the primary and secondary colours?	
Assessment criteria for the year:	• Develop and refine lines for increased accuracy • Refine and combine shapes to become more realistic • Painting: Making choices on the application of paint for a purpose • Making choices on lines and shapes for a purpose • Drawing: beginning to identify and apply different tones • Painting: beginning to mix colour to make and apply different tones and colour values • Identify the content and themes of studied artwork • Discuss colour and basic art elements (lines, shapes, patterns) • Can they link art elements within own art to a studied artist? • Give opinions (what they like/dislike) about artwork	

Year	Module	Focus Artist/Designer/Craftsperson: Anni Elbers Focus: Textiles
1	4	
Vocabulary for the year:	Line: Thick, thin, bold, light Tone: Light, dark, grey, faded Colour: Primary, secondary, light, dark Pattern and Texture: Bumpy, soft, thick, smooth, shiny Shape and Form: Flat, round, square, curved, size	
Objectives:	• Can they sort threads and fabrics? • Can they group fabrics and threads by colour and texture? • Can they weave with fabric and thread?	
Assessment criteria for the year:	• Develop and refine lines for increased accuracy • Refine and combine shapes to become more realistic • Painting: Making choices on the application of paint for a purpose • Making choices on lines and shapes for a purpose • Drawing: beginning to identify and apply different tones • Painting: beginning to mix colour to make and apply different tones and colour values • Identify the content and themes of studied artwork • Discuss colour and basic art elements (lines, shapes, patterns) • Can they link art elements within own art to a studied artist? • Give opinions (what they like/dislike) about artwork	

Year	Module	Focus Artist/Designer/Craftsperson: Amanda Petrozzini Focus: Collage & Use of IT
1	5	
Vocabulary for the year:	Line: Thick, thin, bold, light Tone: Light, dark, grey, faded Colour: Primary, secondary, light, dark Pattern and Texture: Bumpy, soft, thick, smooth, shiny Shape and Form: Flat, round, square, curved, size	
Objectives:	• Can they cut and tear paper and card for their collages? • Can they gather and sort the materials they will need? • Can they use a simple painting program to create a picture? • Can they use tools like fill and brushes in a painting package? • Can they go back and change their picture?	
Assessment criteria for the year:	• Develop and refine lines for increased accuracy • Refine and combine shapes to become more realistic • Painting: Making choices on the application of paint for a purpose • Making choices on lines and shapes for a purpose • Drawing: beginning to identify and apply different tones • Painting: beginning to mix colour to make and apply different tones and colour values • Identify the content and themes of studied artwork • Discuss colour and basic art elements (lines, shapes, patterns) • Can they link art elements within own art to a studied artist? • Give opinions (what they like/dislike) about artwork	

Art Curriculum

Year 1

Year	Module	Focus Artist/Designer/Craftsperson: Brian Mock Focus: 3D & Sculpture
1	6	
Vocabulary for the year:	Line: Thick, thin, bold, light Tone: Light, dark, grey, faded Colour: Primary, secondary, light, dark Pattern and Texture: Bumpy, soft, thick, smooth, shiny Shape and Form: Flat, round, square, curved, size	
Objectives:	• Can they add texture by using tools? • Can they make different kinds of shapes? • Can they cut, roll and coil materials such as clay, dough or plasticine?	
Assessment criteria for the year:	• Develop and refine lines for increased accuracy • Refine and combine shapes to become more realistic • Painting: Making choices on the application of paint for a purpose • Making choices on lines and shapes for a purpose • Drawing: beginning to identify and apply different tones • Painting: beginning to mix colour to make and apply different tones and colour values • Identify the content and themes of studied artwork • Discuss colour and basic art elements (lines, shapes, patterns) • Can they link art elements within own art to a studied artist? • Give opinions (what they like/dislike) about artwork	

Year	Module	Focus Artist/Designer/Craftsperson: Monica Lee
2	1	
		Focus: Drawing
Vocabulary for the year:	Line: Free, rounded, feint, strong, delicate Tone: Contrast, shadow, faded, grey, strong, feint Colour: Pure, strong, cold, dull, bold Pattern and Texture: Repeat, simple, rough, coarse, wrinkly Shape and Form: 2D, 3D, triangular, oval, circular, scale	
Objectives:	• Can they use three different grades of pencil in their drawing (4B, 8B, HB)? • Can they use charcoal, pencil and pastels? • Can they create different tones using light and dark? • Can they show patterns and texture in their drawings? • Can they use a viewfinder to focus on a specific part of an artefact before drawing it?	
Assessment criteria for the year:	• Drawing: developing more controlled sketching skills • Developing accuracy in lines and contours • Drawing: refining lines for accuracy and effect • Developing skills to produce artwork with a desired effect • Drawing: refining how they use a pencil to add tone and gradient • Developing how colours are mixed for tone • Identify content and context within the artwork • Use key vocabulary to identify and discuss key art elements • Describe and evaluate their artwork, saying what went well and how they could improve	

Year	Module	Focus Artist/Designer/Craftsperson: Wassily Kandinsky Focus: Collage
2	2	
Vocabulary for the year:	Line: Free, rounded, feint, strong, delicate Tone: Contrast, shadow, faded, grey, strong, feint Colour: Pure, strong, cold, dull, bold Pattern and Texture: Repeat, simple, rough, coarse, wrinkly Shape and Form: 2D, 3D, triangular, oval, circular, scale	
Objectives:	• Can they create individual and group collages? • Can they use different kinds of materials in their collage and explain why they have chosen them? • Can they use repeated patterns in their collage?	
Assessment criteria for the year:	• Drawing: developing more controlled sketching skills • Developing accuracy in lines and contours • Drawing: refining lines for accuracy and effect • Developing skills to produce artwork with a desired effect • Drawing: refining how they use a pencil to add tone and gradient • Developing how colours are mixed for tone • Identify content and context within the artwork • Use key vocabulary to identify and discuss key art elements • Describe and evaluate their artwork, saying what went well and how they could improve	

Art Curriculum

Year 2

Year	Module	Focus Artist/Designer/Craftsperson: Katsushika Hokusai Focus: Printing
2	3	
Vocabulary for the year:	Line: Free, rounded, feint, strong, delicate Tone: Contrast, shadow, faded, grey, strong, feint Colour: Pure, strong, cold, dull, bold Pattern and Texture: Repeat, simple, rough, coarse, wrinkly Shape and Form: 2D, 3D, triangular, oval, circular, scale	
Objectives:	• Can they create a print using pressing, rolling, rubbing and stamping? • Can they create a print like a designer?	
Assessment criteria for the year:	• Drawing: developing more controlled sketching skills • Developing accuracy in lines and contours • Drawing: refining lines for accuracy and effect • Developing skills to produce artwork with a desired effect • Drawing: refining how they use a pencil to add tone and gradient • Developing how colours are mixed for tone • Identify content and context within the artwork • Use key vocabulary to identify and discuss key art elements • Describe and evaluate their artwork, saying what went well and how they could improve	

Year	Module	Focus Artist/Designer/Craftsperson: Grayson Perry Focus: 3D & Sculpture
2	4	
Vocabulary for the year:	Line: Free, rounded, feint, strong, delicate Tone: Contrast, shadow, faded, grey, strong, feint Colour: Pure, strong, cold, dull, bold Pattern and Texture: Repeat, simple, rough, coarse, wrinkly Shape and Form: 2D, 3D, triangular, oval, circular, scale	
Objectives:	• Can they make a clay pot? Can they join two-finger pots together? • Can they add line and shape to their work? • Can they join fabric using glue? • Can they sew fabrics together? • Can they create part of a class patchwork?	
Assessment criteria for the year:	• Drawing: developing more controlled sketching skills • Developing accuracy in lines and contours • Drawing: refining lines for accuracy and effect • Developing skills to produce artwork with a desired effect • Drawing: refining how they use a pencil to add tone and gradient • Developing how colours are mixed for tone • Identify content and context within the artwork • Use key vocabulary to identify and discuss key art elements • Describe and evaluate their artwork, saying what went well and how they could improve	

Year	Module	Focus Artist/Designer/Craftsperson: Mario Testino Focus: Use of IT
2	5	
Vocabulary for the year:	Line: Free, rounded, feint, strong, delicate Tone: Contrast, shadow, faded, grey, strong, feint Colour: Pure, strong, cold, dull, bold Pattern and Texture: Repeat, simple, rough, coarse, wrinkly Shape and Form: 2D, 3D, triangular, oval, circular, scale	
Objectives:	• Can they independently use simple IT mark-making tools, e.g. brush and pen tools? • Can they edit their own work? • Can they take different photographs of themselves displaying different moods? • Can they change their photographic images on a computer?	
Assessment criteria for the year:	• Drawing: developing more controlled sketching skills • Developing accuracy in lines and contours • Drawing: refining lines for accuracy and effect • Developing skills to produce artwork with a desired effect • Drawing: refining how they use a pencil to add tone and gradient • Developing how colours are mixed for tone • Identify content and context within the artwork • Use key vocabulary to identify and discuss key art elements • Describe and evaluate their artwork, saying what went well and how they could improve	

Year	Module	Focus Artist/Designer/Craftsperson: Mark Rothko Focus: Painting
2	6	
Vocabulary for the year:	Line: Free, rounded, feint, strong, delicate Tone: Contrast, shadow, faded, grey, strong, feint Colour: Pure, strong, cold, dull, bold Pattern and Texture: Repeat, simple, rough, coarse, wrinkly Shape and Form: 2D, 3D, triangular, oval, circular, scale	
Objectives:	• Can they mix paint to create all the secondary colours? • Can they mix and match colours and predict outcomes? • Can they mix their own brown? • Can they make tints by adding white? • Can they make tones by adding black?	
Assessment criteria for the year:	• Drawing: developing more controlled sketching skills • Developing accuracy in lines and contours • Drawing: refining lines for accuracy and effect • Developing skills to produce artwork with a desired effect • Drawing: refining how they use a pencil to add tone and gradient • Developing how colours are mixed for tone • Identify content and context within the artwork • Use key vocabulary to identify and discuss key art elements • Describe and evaluate their artwork, saying what went well and how they could improve	

Year	Module	
3	1	Focus Artist/Designer/Craftsperson: Various portrait artists Focus: Drawing and Use of IT
Vocabulary for the year:	Line: Horizontal, vertical, outline Tone: Dark, contrast, feint Colour: Warm, cold Pattern and Texture: Irregular, uniform Shape and Form: Scale	
Objectives:	• Can they show facial expressions in their drawings? • Can they use their sketches to produce a final piece of work? • Can they write an explanation of their sketch in notes? • Can they use different grades of pencil shade, to show different tones and texture? • Can they use the printed images they take with a digital camera and combine them with other media to produce artwork?	
Assessment criteria for the year:	• Drawing/Painting: make choices to increase accuracy in the application of lines • Developing control in their recording of ideas • Using knowledge to start making choices of equipment for a purpose • Making choices to develop depth to the artwork (composition, shape forming) • Painting: increasing maturity in the application of paint for colour, tone • Drawing: increasing maturity in the application of tone and texture when drawing • Drawing: increasing maturity in the application of tone and texture when drawing • Identify and interpret content and elements of artwork • Articulate and evaluate artwork, explaining purpose and development points for improvement • Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? • Can they make notes in their sketchbooks about techniques used by artists? • Can they suggest improvements to their work by keeping notes in their sketchbooks?	

Year	Module	Focus Artist/Designer/Craftsperson: Georgia O’Keefe and Henri Matisse Focus: Printing and Textiles
3	2	
Vocabulary for the year:	Line: Horizontal, vertical, outline Tone: Dark, contrast, faint Colour: Warm, cold Pattern and Texture: Irregular, uniform Shape and Form: Scale	
Objectives:	• Can they make a printing block? • Can they make a 2 colour print? • Can they add onto their work to create texture and shape?	
Assessment criteria for the year:	• Drawing/Painting: make choices to increase accuracy in the application of lines • Developing control in their recording of ideas • Using knowledge to start making choices of equipment for a purpose • Making choices to develop depth to the artwork (composition, shape forming) • Painting: increasing maturity in the application of paint for colour, tone • Drawing: increasing maturity in the application of tone and texture when drawing • Drawing: increasing maturity in the application of tone and texture when drawing • Identify and interpret content and elements of artwork • Articulate and evaluate artwork, explaining purpose and development points for improvement • Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? • Can they make notes in their sketchbooks about techniques used by artists? • Can they suggest improvements to their work by keeping notes in their sketchbooks?	

Year	Module	Focus Artist/Designer/Craftsperson: Stephanie Wezemaal Focus: 3D
3	3	
Vocabulary for the year:	Line: Horizontal, vertical, outline Tone: Dark, contrast, faint Colour: Warm, cold Pattern and Texture: Irregular, uniform Shape and Form: Scale	
Objectives:	• Can they work with life-size materials? • Can they create pop-ups?	
Assessment criteria for the year:	• Drawing/Painting: make choices to increase accuracy in the application of lines • Developing control in their recording of ideas • Using knowledge to start making choices of equipment for a purpose • Making choices to develop depth to the artwork (composition, shape forming) • Painting: increasing maturity in the application of paint for colour, tone • Drawing: increasing maturity in the application of tone and texture when drawing • Drawing: increasing maturity in the application of tone and texture when drawing • Identify and interpret content and elements of artwork • Articulate and evaluate artwork, explaining purpose and development points for improvement • Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? • Can they make notes in their sketchbooks about techniques used by artists? • Can they suggest improvements to their work by keeping notes in their sketchbooks?	

Year	Module	Focus Artist/Designer/Craftsperson: Hossam Dirar Focus: Painting
3	4	
Vocabulary for the year:	Line: Horizontal, vertical, outline Tone: Dark, contrast, feint Colour: Warm, cold Pattern and Texture: Irregular, uniform Shape and Form: Scale	
Objectives:	• Can they predict with accuracy the colours that they mix? • Do they know where each of the primary and secondary colours sits on the colour wheel? • Can they create a background using a wash? • Can they use a range of brushes to create different effects?	
Assessment criteria for the year:	• Drawing/Painting: make choices to increase accuracy in the application of lines • Developing control in their recording of ideas • Using knowledge to start making choices of equipment for a purpose • Making choices to develop depth to the artwork (composition, shape forming) • Painting: increasing maturity in the application of paint for colour, tone • Drawing: increasing maturity in the application of tone and texture when drawing • Drawing: increasing maturity in the application of tone and texture when drawing • Identify and interpret content and elements of artwork • Articulate and evaluate artwork, explaining purpose and development points for improvement • Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? • Can they make notes in their sketchbooks about techniques used by artists? • Can they suggest improvements to their work by keeping notes in their sketchbooks?	

Year	Module	Focus Artist/Designer/Craftsperson: Cas Holmes Focus: Collage and Textiles
3	5	
Vocabulary for the year:	Line: Horizontal, vertical, outline Tone: Dark, contrast, faint Colour: Warm, cold Pattern and Texture: Irregular, uniform Shape and Form: Scale	
Objectives:	• Can they cut very accurately? • Can they overlap materials? • Can they experiment using different colours? • Can they use mosaic? • Can they use montage? • Can they use the web to research an artist or style of art? • Can they use more than one type of stitch and use sewing to add detail to a piece of work?	
Assessment criteria for the year:	• Drawing/Painting: make choices to increase accuracy in the application of lines • Developing control in their recording of ideas • Using knowledge to start making choices of equipment for a purpose • Making choices to develop depth to the artwork (composition, shape forming) • Painting: increasing maturity in the application of paint for colour, tone • Drawing: increasing maturity in the application of tone and texture when drawing • Drawing: increasing maturity in the application of tone and texture when drawing • Identify and interpret content and elements of artwork • Articulate and evaluate artwork, explaining purpose and development points for improvement • Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? • Can they make notes in their sketchbooks about techniques used by artists? • Can they suggest improvements to their work by keeping notes in their sketchbooks?	

Year	Module	Focus Artist/Designer/Craftsperson: Banksy and other street artists Focus: Use of IT and Textiles
3	6	
Vocabulary for the year:	Line: Horizontal, vertical, outline Tone: Dark, contrast, faint Colour: Warm, cold Pattern and Texture: Irregular, uniform Shape and Form: Scale	
Objectives:	• Can they use more than one type of stitch? • Can they join fabric together to form a quilt using padding? • Can they use sewing to add detail to a piece of work? • Can they use IT programs to create a piece of work that includes their own work and that of others (using web)? • Can they use the web to research an artist or style of art?	
Assessment criteria for the year:	• Drawing/Painting: make choices to increase accuracy in the application of lines • Developing control in their recording of ideas • Using knowledge to start making choices of equipment for a purpose • Making choices to develop depth to the artwork (composition, shape forming) • Painting: increasing maturity in the application of paint for colour, tone • Drawing: increasing maturity in the application of tone and texture when drawing • Drawing: increasing maturity in the application of tone and texture when drawing • Identify and interpret content and elements of artwork • Articulate and evaluate artwork, explaining purpose and development points for improvement • Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? • Can they make notes in their sketchbooks about techniques used by artists? • Can they suggest improvements to their work by keeping notes in their sketchbooks?	

Year	Module	Focus Artist/Designer/Craftsperson: Edvard Munch Focus: Drawing and Painting
4	1	
Vocabulary for the year:	Line: Broad, narrow Tone: Crisp, blended Colour: Murky, radiant Pattern and Texture: Symmetric, geometric Shape and Form: Spherical	
Objectives:	• Can they begin to show facial expressions and body language in their sketches? • Can they create all the colours they need? • Can they create mood in their paintings? • Do they successfully use shading to create mood and feeling?	
Assessment criteria for the year:	• Develop accuracy in recording of shape through proportion, scaling, and perspective • Developing and refining their recording of ideas • Choosing equipment for the purpose and to reflect a style • Developing proficiency and expression in their recording of ideas • Painting: refining the use of tone and colour in their artwork • Developing texture techniques • Identify content and elements within the studied artwork • Articulate the rationale and evaluate the success of their artwork • Can they use their sketchbooks to express their feelings about various subjects and outline likes and dislikes? • Do they use their sketchbooks to adapt and improve their original ideas?	

Year	Module	Focus Artist/Designer/Craftsperson: Bridget Riley Focus: Drawing and 3D
4	2	
Vocabulary for the year:	Line: Broad, narrow Tone: Crisp, blended Colour: Murky, radiant Pattern and Texture: Symmetric, geometric Shape and Form: Spherical	
Objectives:	• Can they identify and draw simple objects, and use marks and lines to produce texture? • Can they present a collection of their work on a slide show? • Do they experiment with and combine materials and processes to design and make 3D form?	
Assessment criteria for the year:	• Develop accuracy in recording of shape through proportion, scaling, and perspective • Developing and refining their recording of ideas • Choosing equipment for the purpose and to reflect a style • Developing proficiency and expression in their recording of ideas • Painting: refining the use of tone and colour in their artwork • Developing texture techniques • Identify content and elements within the studied artwork • Articulate the rationale and evaluate the success of their artwork • Can they use their sketchbooks to express their feelings about various subjects and outline likes and dislikes? • Do they use their sketchbooks to adapt and improve their original ideas?	

Year	Module	Focus Artist/Designer/Craftsperson: Stephen Wiltshire Focus: Collage and Use of IT
4	3	
Vocabulary for the year:	Line: Broad, narrow Tone: Crisp, blended Colour: Murky, radiant Pattern and Texture: Symmetric, geometric Shape and Form: Spherical	
Objectives:	• Can they use ceramic mosaic? • Can they combine visual and tactile qualities? • Can they create a piece of artwork which includes the integration of digital images they have taken? • Can they combine graphics and text based on their research?	
Assessment criteria for the year:	• Develop accuracy in recording of shape through proportion, scaling, and perspective • Developing and refining their recording of ideas • Choosing equipment for the purpose and to reflect a style • Developing proficiency and expression in their recording of ideas • Painting: refining the use of tone and colour in their artwork • Developing texture techniques • Identify content and elements within the studied artwork • Articulate the rationale and evaluate the success of their artwork • Can they use their sketchbooks to express their feelings about various subjects and outline likes and dislikes? • Do they use their sketchbooks to adapt and improve their original ideas?	

Year	Module	Focus Artist/Designer/Craftsperson: Edward Bawden Focus: Printing
4	4	
Vocabulary for the year:	Line: Broad, narrow Tone: Crisp, blended Colour: Murky, radiant Pattern and Texture: Symmetric, geometric Shape and Form: Spherical	
Objectives:	• Can they print using at least four colours? • Can they create an accurate print design? • Can they print onto different materials? • Can they use early textile and sewing skills as part of a project?	
Assessment criteria for the year:	• Develop accuracy in recording of shape through proportion, scaling, and perspective • Developing and refining their recording of ideas • Choosing equipment for the purpose and to reflect a style • Developing proficiency and expression in their recording of ideas • Painting: refining the use of tone and colour in their artwork • Developing texture techniques • Identify content and elements within the studied artwork • Articulate the rationale and evaluate the success of their artwork • Can they use their sketchbooks to express their feelings about various subjects and outline likes and dislikes? • Do they use their sketchbooks to adapt and improve their original ideas?	

Year	Module	Focus Artist/Designer/Craftsperson: Alex Nizovsky Focus: Drawing
4	5	
Vocabulary for the year:	Line: Broad, narrow Tone: Crisp, blended Colour: Murky, radiant Pattern and Texture: Symmetric, geometric Shape and Form: Spherical	
Objectives:	• Can they organise line, tone, shape and colour to represent figures and forms in movement? • Can they show reflections? • Can they explain why they have chosen specific materials to draw with?	
Assessment criteria for the year:	• Develop accuracy in recording of shape through proportion, scaling, and perspective • Developing and refining their recording of ideas • Choosing equipment for the purpose and to reflect a style • Developing proficiency and expression in their recording of ideas • Painting: refining the use of tone and colour in their artwork • Developing texture techniques • Identify content and elements within the studied artwork • Articulate the rationale and evaluate the success of their artwork • Can they use their sketchbooks to express their feelings about various subjects and outline likes and dislikes? • Do they use their sketchbooks to adapt and improve their original ideas?	

Year	Module	Focus Artist/Designer/Craftsperson: Johnson Tsang Focus: Sculpture
4	6	
Vocabulary for the year:	Line: Broad, narrow Tone: Crisp, blended Colour: Murky, radiant Pattern and Texture: Symmetric, geometric Shape and Form: Spherical	
Objectives:	Can they begin to sculpt clay and other moldable materials?	
Assessment criteria for the year:	- Develop accuracy in recording of shape through proportion, scaling, and perspective - Developing and refining their recording of ideas - Choosing equipment for the purpose and to reflect a style - Developing proficiency and expression in their recording of ideas - Painting: refining the use of tone and colour in their artwork - Developing texture techniques - Identify content and elements within the studied artwork - Articulate the rationale and evaluate the success of their artwork - Can they use their sketchbooks to express their feelings about various subjects and outline likes and dislikes? - Do they use their sketchbooks to adapt and improve their original ideas?	

Year	Module	Focus Artist/Designer/Craftsperson: Yayoi Kusama Focus: Painting
5	1	
Vocabulary for the year:	Line: Geometric, angular Tone: Powerful, stark, contrasting Colour: Intense, deep, contrasting Pattern and Texture: Motif Shape and Form:	
Objectives:	• Can they create a range of moods in their paintings? • Can they express their emotions accurately through their painting and sketches?	
Assessment criteria for the year:	• Developing and refining composition within their artwork • Experimenting with and developing techniques for expression • Choosing the medium and tools based on the purpose of the artwork • Developing composition and stylistic effects • Painting: increasing maturity in the application of colour • Exploring texture and tone techniques for effect • Identify common themes and elements, hypothesising about purpose and symbolism • Appraising artwork, articulating their rationale for choices and critiquing • Do they keep notes in their sketchbooks as to how they might develop their work further? • Do they use their sketchbooks to compare and discuss ideas with others?	

Year	Module	Focus Artist/Designer/Craftsperson: Vincent Van Gogh Focus: Drawing
5	2	
Vocabulary for the year:	Line: Geometric, angular Tone: Powerful, stark, contrasting Colour: Intense, deep, contrasting Pattern and Texture: Motif Shape and Form:	
Objectives:	• Can they identify and draw simple objects, and use marks and lines to produce texture? • Do they successfully use shading to create mood and feeling? • Can they organise line, tone, shape and colour to represent figures and forms in movement? • Can they show reflections? • Can they explain why they have chosen specific materials to draw with?	
Assessment criteria for the year:	• Developing and refining composition within their artwork • Experimenting with and developing techniques for expression • Choosing the medium and tools based on the purpose of the artwork • Developing composition and stylistic effects • Painting: increasing maturity in the application of colour • Exploring texture and tone techniques for effect • Identify common themes and elements, hypothesising about purpose and symbolism • Appraising artwork, articulating their rationale for choices and critiquing • Do they keep notes in their sketchbooks as to how they might develop their work further? • Do they use their sketchbooks to compare and discuss ideas with others?	

Year	Module	
5	3	Focus Artist/Designer/Craftsperson: Andy Warhol Focus: Printing and Use of IT
Vocabulary for the year:	Line: Geometric, angular Tone: Powerful, stark, contrasting Colour: Intense, deep, contrasting Pattern and Texture: Motif Shape and Form:	
Objectives:	• Can they print using a number of colours? • Can they create an accurate print design that meets the given criteria? • Can they print onto different materials? • Can they create a piece of artwork which integrates digital images they have taken? • Can they combine graphics and text based on their research? • Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning? • Can they create digital images with animation, video and sound to communicate their ideas?	
Assessment criteria for the year:	• Developing and refining composition within their artwork • Experimenting with and developing techniques for expression • Choosing the medium and tools based on the purpose of the artwork • Developing composition and stylistic effects • Painting: increasing maturity in the application of colour • Exploring texture and tone techniques for effect • Identify common themes and elements, hypothesising about purpose and symbolism • Appraising artwork, articulating their rationale for choices and critiquing • Do they keep notes in their sketchbooks as to how they might develop their work further? • Do they use their sketchbooks to compare and discuss ideas with others?	

Year	Module	Focus Artist/Designer/Craftsperson: Shoji Hamada Focus: Sculpture
5	4	
Vocabulary for the year:	Line: Geometric, angular Tone: Powerful, stark, contrasting Colour: Intense, deep, contrasting Pattern and Texture: Motif Shape and Form:	
Objectives:	- Do they experiment with and combine materials and processes to design and make a 3D form? - Can they sculpt clay and other moldable materials?	
Assessment criteria for the year:	- Developing and refining composition within their artwork - Experimenting with and developing techniques for expression - Choosing the medium and tools based on the purpose of the artwork - Developing composition and stylistic effects - Painting: increasing maturity in the application of colour - Exploring texture and tone techniques for effect - Identify common themes and elements, hypothesising about purpose and symbolism - Appraising artwork, articulating their rationale for choices and critiquing - Do they keep notes in their sketchbooks as to how they might develop their work further? - Do they use their sketchbooks to compare and discuss ideas with others?	

Year	Module	Focus Artist/Designer/Craftsperson: Sonia Boyce Focus: Collage
5	5	
Vocabulary for the year:	Line: Geometric, angular Tone: Powerful, stark, contrasting Colour: Intense, deep, contrasting Pattern and Texture: Motif Shape and Form:	
Objectives:	• Can they use ceramic mosaic to produce a piece of art? • Can they combine visual and tactile qualities to express mood and emotion?	
Assessment criteria for the year:	• Developing and refining composition within their artwork • Experimenting with and developing techniques for expression • Choosing the medium and tools based on the purpose of the artwork • Developing composition and stylistic effects • Painting: increasing maturity in the application of colour • Exploring texture and tone techniques for effect • Identify common themes and elements, hypothesising about purpose and symbolism • Appraising artwork, articulating their rationale for choices and critiquing • Do they keep notes in their sketchbooks as to how they might develop their work further? • Do they use their sketchbooks to compare and discuss ideas with others?	

Year	Module	Focus Artist/Designer/Craftsperson: Katie Essam Focus: Textiles
5	6	
Vocabulary for the year:	Line: Geometric, angular Tone: Powerful, stark, contrasting Colour: Intense, deep, contrasting Pattern and Texture: Motif Shape and Form:	
Objectives:	Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.	
Assessment criteria for the year:	- Developing and refining composition within their artwork - Experimenting with and developing techniques for expression - Choosing the medium and tools based on the purpose of the artwork - Developing composition and stylistic effects - Painting: increasing maturity in the application of colour - Exploring texture and tone techniques for effect - Identify common themes and elements, hypothesising about purpose and symbolism - Appraising artwork, articulating their rationale for choices and critiquing - Do they keep notes in their sketchbooks as to how they might develop their work further? - Do they use their sketchbooks to compare and discuss ideas with others?	

Year	Module	Focus Artist/Designer/Craftsperson: Edward Hopper Focus: Printing
6	1	
Vocabulary for the year:	Line: Fluent, powerful, confident Tone: Bleached, sombre Colour: Luminous, vivid Pattern and Texture: Drop Shape and Form: Positive, negative	
Objectives:	• Can they overprint using different colours? • Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?	
Assessment criteria for the year:	• Using scaling, proportion and perspective effectively within their artwork • Drawing: using knowledge to begin skilfully controlling the outcome of lines made • Making choices to convey an art aesthetic or movement • Making choices to convey mood or meaning • Painting: making effective choices when applying colour for effect • Can apply a range of texture and tone techniques • Identify purpose within art, analysing the use and impact of artistic elements (colour, line, texture...) • Reflect on choices and influences, evaluating their success and critique the artwork • Sketchbooks contain detailed notes and quotes explaining items • Compare their methods to those of others and keep notes in their sketch books • Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books	

Year	Module	Focus Artist/Designer/Craftsperson: Various architects Focus: A range of media
6	2	
Vocabulary for the year:	Line: Fluent, powerful, confident Tone: Bleached, sombre Colour: Luminous, vivid Pattern and Texture: Drop Shape and Form: Positive, negative	
Objectives:	• Do their sketches communicate emotions and a sense of self with accuracy and imagination? • Can they explain why they have combined different tools to create their drawings? • Can they explain why they have chosen specific drawing techniques? • Can they use a wide range of techniques in their work? • Can they explain what their own style is? • Can they explain why they have chosen specific painting techniques? • Can they create models on a range of scales? • Can they create work which is open to interpretation by the audience? • Can they include both visual and tactile elements in their work? • Can they justify the materials they have chosen? • Can they combine pattern, tone and shape?	
Assessment criteria for the year:	• Using scaling, proportion and perspective effectively within their artwork • Drawing: using knowledge to begin skilfully controlling the outcome of lines made • Making choices to convey an art aesthetic or movement • Making choices to convey mood or meaning • Painting: making effective choices when applying colour for effect • Can apply a range of texture and tone techniques • Identify purpose within art, analysing the use and impact of artistic elements (colour, line, texture...) • Reflect on choices and influences, evaluating their success and critique the artwork • Sketchbooks contain detailed notes and quotes explaining items • Compare their methods to those of others and keep notes in their sketch books • Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books	

Year	Module	Focus Artist/Designer/Craftsperson: Henri Rousseau Focus: 3D and Textiles
6	3	
Vocabulary for the year:	Line: Fluent, powerful, confident Tone: Bleached, sombre Colour: Luminous, vivid Pattern and Texture: Drop Shape and Form: Positive, negative	
Objectives:	• Can they create models on a range of scales? • Can they create work which is open to interpretation by the audience? • Can they include both visual and tactile elements in their work?	
Assessment criteria for the year:	• Using scaling, proportion and perspective effectively within their artwork • Drawing: using knowledge to begin skilfully controlling the outcome of lines made • Making choices to convey an art aesthetic or movement • Making choices to convey mood or meaning • Painting: making effective choices when applying colour for effect • Can apply a range of texture and tone techniques • Identify purpose within art, analysing the use and impact of artistic elements (colour, line, texture...) • Reflect on choices and influences, evaluating their success and critique the artwork • Sketchbooks contain detailed notes and quotes explaining items • Compare their methods to those of others and keep notes in their sketch books • Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books	

Year	Module	Focus Artist/Designer/Craftsperson: Charles Darwin and Captain Cook Focus: Painting
6	4	
Vocabulary for the year:	Line: Fluent, powerful, confident Tone: Bleached, sombre Colour: Luminous, vivid Pattern and Texture: Drop Shape and Form: Positive, negative	
Objectives:	• Can they explain what their own style is? • Can they use a wide range of techniques in their work? • Can they explain why they have chosen specific painting techniques?	
Assessment criteria for the year:	• Using scaling, proportion and perspective effectively within their artwork • Drawing: using knowledge to begin skilfully controlling the outcome of lines made • Making choices to convey an art aesthetic or movement • Making choices to convey mood or meaning • Painting: making effective choices when applying colour for effect • Can apply a range of texture and tone techniques • Identify purpose within art, analysing the use and impact of artistic elements (colour, line, texture...) • Reflect on choices and influences, evaluating their success and critique the artwork • Sketchbooks contain detailed notes and quotes explaining items • Compare their methods to those of others and keep notes in their sketch books • Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books	

Year	Module	Focus Artist/Designer/Craftsperson: Herbert Mason Focus: Use of IT
6	5	
Vocabulary for the year:	Line: Fluent, powerful, confident Tone: Bleached, sombre Colour: Luminous, vivid Pattern and Texture: Drop Shape and Form: Positive, negative	
Objectives:	- Do they use software packages to create pieces of digital art to design? - Can they create a piece of art which can be used as part of a wider presentation?	
Assessment criteria for the year:	- Using scaling, proportion and perspective effectively within their artwork - Drawing: using knowledge to begin skilfully controlling the outcome of lines made - Making choices to convey an art aesthetic or movement - Making choices to convey mood or meaning - Painting: making effective choices when applying colour for effect - Can apply a range of texture and tone techniques - Identify purpose within art, analysing the use and impact of artistic elements (colour, line, texture...) - Reflect on choices and influences, evaluating their success and critique the artwork - Sketchbooks contain detailed notes and quotes explaining items - Compare their methods to those of others and keep notes in their sketch books - Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books	

Year	Module	Focus Artist/Designer/Craftsperson: Gail Anderson Focus: Collage
6	6	
Vocabulary for the year:	Line: Fluent, powerful, confident Tone: Bleached, sombre Colour: Luminous, vivid Pattern and Texture: Drop Shape and Form: Positive, negative	
Objectives:	• Can they justify the materials they have chosen? • Can they combine pattern, tone and shape?	
Assessment criteria for the year:	• Using scaling, proportion and perspective effectively within their artwork • Drawing: using knowledge to begin skilfully controlling the outcome of lines made • Making choices to convey an art aesthetic or movement • Making choices to convey mood or meaning • Painting: making effective choices when applying colour for effect • Can apply a range of texture and tone techniques • Identify purpose within art, analysing the use and impact of artistic elements (colour, line, texture...) • Reflect on choices and influences, evaluating their success and critique the artwork • Sketchbooks contain detailed notes and quotes explaining items • Compare their methods to those of others and keep notes in their sketch books • Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books	