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| **Unit 1: Make my voice heard (Drawing)** | | **Key Skills:** |
| 1 | I can explore expressive drawing techniques | **Unit 1**   * Drawing on their experience of creative work and their research to develop their own starting points for creative outcomes. * Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. * Drawing expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. * Applying new drawing techniques to improve their mastery of materials and techniques. * Pushing the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques. * Analysing and describing the elements of other artists’ work, e.g. the effect of colour or composition. * Developing personal, imaginative responses to a design brief, using sketchbooks and independent research. * Justifying choices made during a design process, explaining how the work of creative practitioners have influence their final outcome. * Independently using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.   **Unit 2**   * Drawing upon their experience of creative work and their research to develop their own starting points for creative outcomes. * Making choices about style and materials based on research and experiences. * Working in a sustained way over several sessions to complete a piece. * Analysing and describing the elements of other artists’ work, e.g. the effect of colour or composition. * Developing personal, imaginative responses to a design brief, using sketchbooks and independent research. * Describing, interpreting and evaluating the work, ideas and processes used by artists across a variety of disciplines, and describing how the cultural and historical context may have influenced their creative work. * Giving reasoned evaluations of their own and other’s work which takes account of context and intention. * Independently using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.   **Unit 3**   * Drawing upon their experience of creative work and their research to develop their own starting points for creative outcomes. * Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. * Pushing the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques. * Analysing and describing the elements of other artists’ work, e.g. the effect of colour or composition. * Developing personal, imaginative responses to a design brief, using sketchbooks and independent research. * Justifying choices made during a design process, explaining how the work of creative practitioners have influenced their final outcome. * Describing, interpreting and evaluating the work, ideas and processes used by artists across a variety of disciplines, and describing how the cultural and historical context may have influenced their creative work. * Giving reasoned evaluations of their own and others work which takes account of context and intention. * Independently using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.   **Unit 4**   * Drawing upon their experience of creative work, and their research, to develop their own starting points for creative outcomes. * Using personal plans and ideas to design and construct more complex sculptures and 3D forms. * Combining materials and techniques appropriately to fit with ideas. * Problem-solving, editing and refining to create desired effects and end results. * Describing, interpreting and evaluating the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. * Independently using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work |
| 2 | I can consider how symbolism in art can convey meaning |
| 3 | I can apply understanding of the drawing technique chiaroscuro |
| 4 | I can evaluate the context and intention of street art |
| 5 | I can apply an understanding of impact and effect to create a powerful image |
| Assessment | |
| **Unit 2: Artist study (Painting and mixed media)** | |
| 1 | I understand how to analyse a famous painting |
| 2 | I understand how to find meaning in painting |
| 3 | I can apply drama techniques to explore the meaning of a painting |
| 4 | I can apply interpretation skills to analyse and respond to an abstract painting |
| 5 | I understand how art can tell stories or portray messages |
| 6 | I can develop starting points for creative outcomes |
| 7 | I can demonstrate an understanding of painting techniques to make personal choices |
| Assessment | |
| **Unit 3: Photo opportunity (Craft and design)** | |
| 1 | I can apply an understanding of composition to create an effective photomontage advertising poster |
| 2 | I can apply understanding of abstract art through photography |
| 3 | I can demonstrate an understanding of design choices made for effect using digital photography techniques. |
| 4 | I can apply an understanding of photography to design and recreate a famous painting |
| 5 | I can demonstrate observation and proportion to create art in a photorealistic style |
| Assessment | |
| **Unit 4: Making memories (Sculpture and 3D)** | |
| 1 | I can analyse how art can explore the concept of self |
| 2 | I can explore sculptural techniques |
| 3 | I can use creative experience to develop ideas and plan a sculpture |
| 4 | I can apply an understanding of materials and techniques to work in 3D |
| 5 | I can problem solve, evaluate and refine artwork to achieve a chosen outcome |
| Assessment | |

