





Art Curriculum Map	
<p>Endeavour Federation Curriculum vision</p> 	<p>At the Endeavour Federation, we follow an adapted National Curriculum, with wellbeing central to everything we do. We offer a broad and balanced curriculum, with all students having the opportunity to study a range of subjects, following bespoke pathways. The study of these subjects, allows pupils to apply theoretical knowledge to the practical elements of the curriculum.</p> <p>We believe in all our students and have high expectations for their futures. A comprehensive package of both pastoral and learning support, delivered by highly trained staff, allows them to navigate their learning journeys and improve their life outcomes, becoming the best versions of themselves.</p>
<p>Art vision</p> 	<p>Our vision is to instil enthusiasm, appreciation and love of the visual arts and learning.</p> <p>In addition, our aim is to enrich their awareness and therefore respect for the diverse ways in which individuals express themselves and to inspire our students to learn and foster an enjoyment of art, craft and design.</p>

Careers (CEIAG)	Cultural Capital	Enrichment Opportunities	Preparing for life in modern Britain	Literacy and Communication
				



ART Curriculum 'at a glance'

	Autumn		Spring		Summer	
Year 7	Pencil skills, mark making & colour theory	Mixed media project	Creating and developing ideas using different media to draw an image	Print making and etching	3D art	Textiles project
Year 8	Painting techniques	Mixed media figures	Alternative Drawing & developing research skills	Print making	3D design	Altered image – textiles
Year 9	Portraiture	Mixed media project	Alternative drawing	Printing – Screen printing	Buildings & architecture	Silk painting – textiles
Year 10	Introduction to GCSE, New project based on food. Exploring assessment objectives and grading matrix. Use of trips and artist workshops to expand project.	Development of project moving towards sustained experimentation still under the theme of food.	Pupils will now be aiming to develop their own personal response. Development of project moving towards a sustained outcome, use of artist research and refinement.	Pupils will start their final project for component one which is under the theme of 'anatomy'.	Exploring a range of workshops and developing new skills across art practices. Pupils will use their previous theme loosely.	Pupils will now be aiming to develop their own personal response. Development of project moving towards a sustained outcome, use of artist research and refinement.
Year 11	Pupils will develop the project based on anatomy, food or personal themes.	Pupils will be developing their project into a final outcome. They will use skills learnt to bring together a relevant final piece.	Pupils will now be aiming to develop their own personal response. Development of project moving towards a sustained outcome, use of artist research and refinement.	Pupils will continue working towards their exam, using lessons to develop ideas, experiment and create a detailed plan of their 10 hour exam.	Pupils will use this time to go back and develop component one of their GCSE. They will be offered workshops to fill in any gaps.	

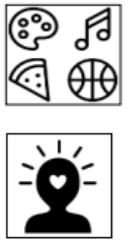
Year 7 Curriculum Planning – Art

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Weekly focus</p> <p>Core Knowledge, Skills and Concepts</p>  	<p>Pencil skills/ mark making</p> <p>Colour theory</p> <ol style="list-style-type: none"> 1. Basic pencil skills – Understanding how to use HB, 2B and 4B pencils effectively. 2. Shading and mark making techniques. Effectively producing a range of marks using different mediums. 3. Blending pencil tones – shapes, observational drawing. Demonstrating observation skills through use of tone. 4. Primary and Secondary colours. Blending Primary colours to make Secondary. Successfully using the colour wheel. 5. Mixing colours – Paints and watercolours. Mixing a range of colours effectively. 6. Complementary and Harmonious colours. Understanding a range of colour relationships. 7. Mixing Primary and Secondary colours to make tertiary. Demonstrating a range of tertiary colours. 	<p>Mixed media piece</p> <p>Wax resist, painting and creating a basic stencil shape.</p> <ol style="list-style-type: none"> 1. Introduction to new topic and artists. Analysing/Understanding the work of others. Record a journey to school using Elklan strategies. 2. Using drawing skills to create a symbol for each landmark. 3. Demonstrating reflection skills to improve a design. 4. Introduction to wax resist. Experiment with wax crayons/ oil pastels, inks, creating a range of textures and marks. 5. Cutting stencils – using scissors with skill and safety. 6. Using stencils – Brushes/ sponges – other materials. 7. Adding Aboriginal colours to design – Using paint effectively to develop a piece of work. <p>Project evaluation.</p>	<p>Alternative drawing with wire, string and tiles.</p> <p>Creating and developing ideas.</p> <p>Using different media to draw an image.</p> <ol style="list-style-type: none"> 1. Introduction to project, artist research, developing ideas – Demonstrating effective research and analysis skills. 2. Beginning to experiment with new media – using wire and string with creativity to create shapes. 3. Alternative drawing development. – Using a mix of mediums to create a variety of textures. 4. Alternative drawing development – Effectively reflecting and annotating work. 5. Continuing to add detail to work. Refining ideas and selecting appropriate details. 6. Finalising designs. Evaluating work produced during the project. Showing an understanding of how to evaluate and reflect. 	<p>Print making.</p> <p>Creating a series of poly print images.</p> <p>Etching own designs.</p> <ol style="list-style-type: none"> 1. What is poly/ mono printing? Experimenting with monoprint and polyprint techniques and processes effectively. 2. Drawing designs. Using printing skills to generate designs. 3. Etching poly print designs. Effective and relevant design ideas. 4. Print. Demonstrating successful printing techniques/skills. 5. Layer prints. Demonstrating layering techniques within print. 6. Finalise prints. Project evaluation. Refining and selecting work appropriately. 	<p>3D Art</p> <p>Exploring 3D concepts</p> <p>Using a variety of materials to cut shapes</p> <ol style="list-style-type: none"> 1. Artist research and introduction to working in a 3D space. Understand the key themes, processes and techniques chosen artist uses. 2. Experimenting with materials/ how to attach. Explore attach techniques and materials for success. 3. Finalising designs with annotations. Using artist influence to create a new design. 4. Starting to use 3D materials to sculpt/ construct design. Use materials to create 3d forms effectively. 5. Continuing to construct/ sculpt. Use materials to create 3d forms effectively. 6. Finalising 3D sculpture. Project evaluation. Refining and selecting work appropriately 	<p>Textiles – felt monsters</p> <p>Create a design sheet with annotations</p> <p>Use at least three types of hand stitch</p> <p>Pattern cut from felt</p> <p>Wad each part of monster</p> <p>Add embellishments</p> <ol style="list-style-type: none"> 1. Stitch techniques – running, backstitch, basting, whip effectively. 2. Design ideas – monster design including colours, stitches and features. Using drawing techniques to create relevant designs. 3. Design sheet finalised with annotations – reasons why one thing works better than another. Refining ideas and using appropriate selection. 4. Pattern cutting and embellishment stitching – Cutting patterns effectively, selecting appropriate materials for embellishment. 5. Wadding – evenly wadding the arms, legs and body. 6. Stitching around edges – stitch of choice – why? Selecting appropriate stitch techniques. 7. Final touches, photograph and evaluate. Using a camera with skill to showcase work.
Artists / Topic ideas	Hundertwasser Bruce Riley	Aboriginal Art	Antoni Gaudi	Poly print insects – repeated patterns	Claes Oldenburg - Paper Mache food sculpture	Felt monsters

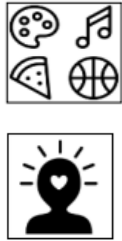
Year 8 Curriculum Planning – Art

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Weekly focus</p> <p>Core Knowledge, Skills and Concepts</p>  	<p>Painting techniques</p> <p>Using relevant colours within paintings</p> <p>Demonstrating a range of painting techniques such as blending, mixing.</p> <p>Using drawing skills to map out painting</p> <ol style="list-style-type: none"> 1. Revisit colour theory – Explore harmonious and complementary colours. 2. Theme introduction – key artists. Understanding the key themes within an artist’s work. 3. experiments in style of artist – using appropriate materials and techniques. 4. Primary research – Photograph, draw or collect images from the internet. 5. Draw or trace design. 6. Demonstrating painting skills on final design. 7. Final painting. <p>Project Evaluation using Elklan strategies.</p>	<p>Mixed media figures</p> <p>Working with a range of materials simultaneously.</p> <p>Linking with key mixed media artists</p> <p>Development of ideas</p> <ol style="list-style-type: none"> 1. Artist research using Elklan strategies. 2. Create human figure from wire/ pipe cleaners. 3. Wrapping figure in tin foil. Make plinth for stand. 4. Paint foil body. Evaluation using Elklan strategies. 5. Artist research – look at images/ clips of film – Nightmare Before Christmas. 6. Create body using wire and lollypop stick. Paint and attach head. 7. Wrap body with tin foil. Add paint and if time, create clothing. 	<p>Alternative Drawing</p> <p>Drawing line using a range of media.</p> <p>Experimenting with wire, string.</p> <p>Developing research skills</p> <ol style="list-style-type: none"> 1. Introduction to artist – Colour study. Use key elements of an artist’s work within my own. 2. Poly print – Successfully use poly printing techniques. 3. Continuous line drawing – Use drawing techniques to create continuous line studies. 4. String images – Use string to create continuous shapes. 5. Wire experiments – Successfully use wire to create shapes. 6. Use wire and tools with skill to create continuous line imagery. 	<p>Printing – lino cut/collagraph</p> <p>Learning key techniques for lino cut and collagraph</p> <p>Effective use of printmaking tools</p> <p>Design development skills</p> <ol style="list-style-type: none"> 1. What is a lino cut? Exploring the work of others. Understanding the process of a lino cut. 2. Drawing designs based on the work of Sue Brown. Demonstrating effective drawing skills, which link with the artist. 3. Drawing and cutting from lino. Using lino tools with skill and safety. 4. print – Demonstrating effective printing skills. 5. re-cut and print layer 2 – Using tools with intricacy to create a second layer. 6. Mounting work and evaluation – Demonstrating effective curating and selection skills. 	<p>3D design</p> <p>Shaping wire frames.</p> <p>Layering papier mache.</p> <p>Painting designs onto 3D form.</p> <ol style="list-style-type: none"> 1. Artist and topic introduction to Hundertwasser, colour study using watercolour. Effective use of watercolour, demonstrating tone. 2. Designing house – Using research and drawing skills to create unique designs. 3. Introduction to wire – forming shapes. Using wire and tools with skill to manipulate shapes. 4. Applying papier mache. Using paper mache techniques to successfully cover wire areas. 5. Securing with glue – Using glue effectively to seal in paper mache. 	<p>Altered image – textiles</p> <p>Use a variety of stitch techniques to create shapes and spaces.</p> <p>Create interesting compositions and new contexts.</p> <p>Transfer images onto canvas to work into.</p> <ol style="list-style-type: none"> 1. Introduction to Maurizio Anzeri – Artist page and response. Demonstrating effective research skills, responding appropriately. 2. Stitch techniques – creating geometric shapes. Using a range of stitch techniques successfully. 3. Julie Cockburn – responses to her work. Using stitch creatively to cover part of an image. 4. Stitch techniques in the style of the artist. Using relevant stitch techniques (type, colour selection etc). 5. Image transfer onto fabric. Using transfer techniques with skill. 6. Final stitch work. Embedding skills learnt to create a final piece. 7. Finishing touches and evaluate work. Demonstrate effective evaluation skills, thinking about successes and links to skills and the artist.
Artists / Topic ideas	Carolee Clark Victor Rodriguez	Tim Burton – Jack Skellington Giacometti	Kendra Haste – Wire insect/ animals Michael Craig Martin	Sue Brown	Hundertwasser houses. Wire Slider	Maurizio Anzeri Julie Cockburn

Year 9 Curriculum Planning – Art

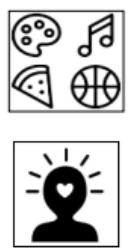
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Weekly focus</p> <p>Core Knowledge, Skills and Concepts</p> 	<p>Portraiture</p> <p>Recognise key elements of portraiture</p> <p>Developing composition and tonal skills</p> <p>Understanding the work of key artists who work with portraiture</p> <p>1. Introduction to portraiture – Key themes of portraiture. Introduction to Pete McKee. Start reproduction of Pete McKee portrait – optional use of grid method. 2. Continue work on Pete McKee portrait. Adding colour using paint or pencil crayon. 3. Experiment with face shapes and features in the style of the artist. 4. Draw portrait on a larger scale. 5. Demonstrate how to create pastel tones. 6. Begin painting. 7. Final touches using black sharpie.</p> <p>Project evaluation using Elklan strategies.</p>	<p>Mixed media – coloured paper, newspaper, paints, POSCA/ felt pens, pencil crayons.</p> <p>Increasing skills of creative experimentation</p> <p>Using a selective but wide range of relevant materials</p> <p>Looking at key artists who work with mixed media in a variety of contexts.</p> <p>1. Introduction to artist using Elklan strategies. Extending Hattie Stewart patterns. 2. Draw examples of doodles – create own doodle in the style of the artist. Add colour using materials of their choice. 3. Primary research – Photograph, draw or collect images from the internet. Select image for final piece. Cut the image out from the background and stick onto A3 white printer paper (Teacher to photocopy onto cartridge paper). 4. Start drawing Hattie Stewart inspired designs on background. 5. Continue step 4 and adding colour using materials of choice. 6. Adding more materials/colour etc. Using layering skills to add more detail to work. 7. Final touches and evaluation using Elklan strategies.</p>	<p>Alternative drawing</p> <p>Using wire to create portraits.</p> <p>Manipulating wire to create different lines and shapes.</p> <p>Using a variety of different wires to attach areas.</p> <ol style="list-style-type: none"> 1. Introduction to artist, themes and techniques. Charcoal study. Using charcoal to create lines and shapes in the style of AG. 2. Experimental drawing using a range of mediums. Using a range of mediums to create organic shapes and lines (graphite/markers/pastels). 3. Using experimental drawings to draw wire shapes. Manipulate wire effectively. 4. Use wire to create a figure. Use wire and tools to successfully create a figure-like shape. 5. Photograph wire sculpture using light and dark – Use a camera effectively to create abstract images. 6. Mount images and figure together. Evaluate. Demonstrate curation and selection skills. 	<p>Printing – Stencil printing</p> <p>Increasing proficiency in printing techniques.</p> <p>Developing a series of layers to print.</p> <p>Developing cutting skills.</p> <p>Increasing proficiency in drawing and cutting skills.</p> <ol style="list-style-type: none"> 1. Introduction to artists who use stencils and technique. Reflecting on the work of others. 2. Experimenting with technique. Using cutting techniques successfully to create lines and shapes. 3. Drawing design and cutting. Developing a personal design inspired by the work of others. 4. Finishing cutting. Demonstrating safe and confident cutting skills to create a negative stencil. 5. Printing stencil. Project evaluation. Using skills learnt to create effective outcomes which link to artists. 	<p>Building/architecture</p> <p>Understanding what architecture is.</p> <p>Using key materials to produce a 3d structure</p> <p>Developing design ideas</p> <p>Enhancing problem solving skills</p> <ol style="list-style-type: none"> 1. Introduction to architecture. Using composition well to create a mood board. 2. Key themes/artists introduced. Using oil pastels effectively to recreate work using viewfinders. 3. Experiments/samples thinking about joins etc. Using material with skill to create a range of joins. 4. Design ideas – with annotations. Successfully creating designs based on prior knowledge. 5. Construction of building. Using construction skills to construct 3d sculpture. 6. Construction of building and evaluation. Using construction skills to construct 3d sculpture. 	<p>Silk painting – textiles</p> <p>Using line effectively when drawing design</p> <p>Stretching silk frame and pinning</p> <p>Using guta to outline</p> <p>Blending and painting using silk paint</p> <p>Embellishing using stitch/beads</p> <ol style="list-style-type: none"> 1. Exploring the techniques and processes of silk painting through the work of others. Demonstrating an understanding through sketches and notes. 2. Designing a piece for silk, using artists as inspiration. Demonstrating drawing skills to create clean and simple design ideas. 3. stretching frame and applying gutta. Successfully setting up relevant materials and applying gutta with a clean and solid line. 4. Painting their silk using bleeding techniques. Effectively paint silk creating smooth areas. 5. Wash and dry their silk, sample stitch sheet. Demonstrate effective stitch techniques. 6. Embellishments and stitch. Adding relevant embellishments that enhance the design. 7. Finishing touches and evaluation. Successfully reflecting and refining work.
Artists / Topic ideas	Pete McKee	Hattie Stewart	Alberto Giacometti Alexander Caulder		Ian Murphy	Jason Scarpace Amiria Gale

Year 10 Curriculum Planning – Art



	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Weekly focus</p> <p>Core Knowledge, Skills and Concepts</p> 	<p>Introduction to GCSE, New project based on food. Exploring assessment objectives and grading matrix. Use of trips and artist workshops to expand project.</p> <ul style="list-style-type: none"> Introduction to GCSE. Going over assessment objectives and the course. Initial mood board using the title 'food'. Observational drawing skills using a range of materials and processes. Pupils will also photograph their own food for use in the project. Artist research, introducing how to create an effective page. Must include, imagery, title, analysis and visual responses. Viewfinder studies – pupils will make their own viewfinder and explore composition. Experimentation work– using a range of materials, techniques and processes and annotating each one using Elklan strategies. Reflective lesson making amendments to work and linking to the assessment objectives. <p>Possible artists: Sarah Graham, Peter Anton, May Van Millengan, Wayne Thiebaud Georgina Luck, Burton Morris</p>	<p>Development of project moving towards sustained experimentation still under the theme of food.</p> <p>Materials that could be used: Modroc Cardboard Collage Printmaking Photography POSCA pens Paint Wire Clay</p> <ul style="list-style-type: none"> Exploring sculpture – looking at artists who work with food and sculpture. Artist research. Must include, imagery, title, analysis and visual responses. Experimentation work– using a range of materials, techniques and processes and annotating each one using Elklan strategies. Mixed media – workshop. A range of materials will be mixed together to create collages under the given theme. Trip to Yorkshire Sculpture Park. Experiments using photography. Peer and self-assessment. <p>Possible artists: Claes Oldenburg, Peter Anton, Patianne Stevenson</p>	<p>Pupils will now be aiming to develop their own personal response. Development of project moving towards a sustained outcome, use of artist research and refinement.</p> <ul style="list-style-type: none"> Thumbnail drawings/ design drawings with annotations to plan for final piece. Peer and self-assessment. Experiments which support the final piece – reflection and choose favourite and more successful idea. Making of final piece. During making process, students need to reflect and refine ideas. Photograph final piece and evaluate using Eduqas resources. Final outcome could be 2D or 3D. 	<p>Pupils will start their final project for component one which is under the theme of 'anatomy'.</p> <ul style="list-style-type: none"> Going over assessment objectives and the course. Initial mood board using the title Anatomy. Artist research. Must include, imagery, title, analysis and visual responses. Drawing using a range of chosen materials. Possible charcoal and white paint studies – large scale, at least a3. Developing effective drawing and proportion skills. Photography session – pupils will take their own photographs of a model skeleton/ skull in both a light room and a dark room (for shadows). Pupils may use their photographs to create lino cuts or other print making techniques. <ul style="list-style-type: none"> Printing onto a variety of backgrounds and textures, colours. Final additions to prints -stitch, collage etc. <p>Assessment: exam board assessment objective mark scheme.</p>	<p>Exploring a range of workshops and developing new skills across art practices. Pupils will use their previous theme loosely.</p> <ul style="list-style-type: none"> Trip to the Manchester Museum. Looking at artists who work with anatomy Artist research. Must include, imagery, title, analysis and visual responses. Experimentation work– using a range of materials, techniques and processes and annotating each one using Elklan strategies. Mixed media – workshop. A range of materials will be mixed together to create collages under the given theme. Experiments using photography. Peer and self-assessment. 	<p>Pupils will now be aiming to develop their own personal response. Development of project moving towards a sustained outcome, use of artist research and refinement.</p> <ul style="list-style-type: none"> Thumbnail drawings/ design drawings with annotations to plan for final piece. Peer and self-assessment. Experiments which support the final piece – reflection and choose favourite and more successful idea. Making of final piece. During making process, students need to reflect and refine ideas. Photograph final piece and evaluate using Eduqas resources. Final outcome could be 2D or 3D.

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Year 11 Curriculum Planning – Art

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Weekly focus</p> <p>Core Knowledge, Skills and Concepts</p> 	<p>Pupils will develop the project based on anatomy, food or personal themes.</p> <p>Materials that could be used:</p> <p>Modroc Cardboard Collage Printmaking Photography POSCA pens Paint Wire Clay</p> <ul style="list-style-type: none"> Further developing and refining skills learnt. Using photography to create Primary research. Work annotated and critically analysed as produced. Frequent experimentation using a mix of media. Collect experimentation and annotate outcomes. 	<p>Pupils will be developing their project into a final outcome. They will use skills learnt to bring together a relevant final piece.</p> <ul style="list-style-type: none"> Pupils will begin thinking about A04 and create some ideas of where they'd like to go with the project – ideas sheet. Experimentation sheet using ideas and links with artists researched. Refinement and consolidation of ideas. Begin working on final outcome. Final piece development – review and improve. Complete final piece. Photograph, add to sheet and add detailed analysis of work. 	<p>Pupils will begin their externally set exam preparation, working on assessment objectives and planning for the controlled exam.</p> <ol style="list-style-type: none"> Introduce exam paper – go through carefully as a group. Show highlighted questions for pupils to pick from – create a mind map. Demonstrate effective research skills using mood board as a starting point. Select appropriate materials based on theme. Artist research x2 sheet including title, images, visual response and analysis. Successfully explore the work of others through visual and relevant responses. Experimentation using a range of 	<p>Pupils will continue working towards their exam, using lessons to develop ideas, experiment and create a detailed plan of their 10 hour exam.</p> <ol style="list-style-type: none"> Exam preparation – completing work and finalising plan. Exam Exam Exam Self-reflection session looking at component one and adding a skills list audit. Begin working through skills list – aim to use a variety of materials, techniques and processes not yet explored. An n any annotation. <p>Assessment: exam board assessment objective mark scheme.</p>	<p>Pupils will use this time to go back and develop component one of their GCSE. They will be offered workshops to fill in any gaps.</p> <ol style="list-style-type: none"> Annotation lesson – reviewing annotation and ensuring pupils know the best way – use of proforma. Annotate work successfully, exploring materials, techniques, successes, links. Drawing workshops – pupils will have a choice of a range of techniques to suit their themes (biro, charcoal and oil). Manipulate a range of materials to work together. Research workshop – exploring effective ways to research and completing research sheets using sourcing. Develop research skills. Painting workshops – exploring painting techniques (relevant to theme) such as acrylic and watercolour techniques. Develop skills in painting (layering, tone, brushless etc.). 	

			<p>media and techniques. Use relevant techniques to experiment in response to project.</p> <p>4. Design ideas for exam – detailed studies with annotation. Create relevant designs linked to theme.</p> <p>5. Final plan created and material list generated. Through refinement and selection, create an effective plan.</p>		<p>5. Creating interesting backgrounds – pupils will use range of materials to explore how to create effective backgrounds, thinking about composition. Using composition well to create varied backgrounds.</p> <p>6. Artist link session – pupils will explore how they can extract a range of themes from artists work in a literal and figurative way. Mini studies created. Understanding the difference between literal and figurative.</p>	
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	
<p>Weekly focus</p> <p>Core Knowledge, Skills and Concepts</p>  	<p>Arts award – Part A.</p> <p>Exploring many art forms.</p> <ol style="list-style-type: none"> 1. Printmaking lesson. Pupils will be exploring monoprint. 2. Painting techniques. Effective blending and applying watercolour in a variety of ways. 3. Painting techniques – Acrylic. Exploring acrylic techniques and creating a small study. 4. Mixed media. Linking to the work of chosen artist, pupils will explore working with a variety of mediums, focusing on layering and use of positive and negative space. 5. Drawing workshop – Using a variety of mediums to draw with. 6. Evaluation and log book update. Reflecting on skills learned during the half term. 	<p>Arts award – Part A</p> <p>Exploring many art forms.</p> <ol style="list-style-type: none"> 1. Responding to an artist using clay – effective use of tools and shaping methods. 3. Sculpture lesson using wire and mod-roc. Pupils to manipulate to create a form linking to artist. 4. Painting form – using painting skills and relevant colours. 5. Pupils will now create a design page, exploring the work they have found most interesting/successful. 6. Create final piece using skills learned. 7. Continue with final piece. 	<p>Arts award – Part B</p> <p>Researching the arts</p> <ol style="list-style-type: none"> 1. Mood board lesson – Pupils will be provided with a range of art styles and categorise them. They will then create a collage of one particular ‘style’ they like. 2. PPT on artist – Pupils will select one for the artists from the previous lesson and create a PPT detailing their life, work and why they are an inspiration. 3. Reflection and response lesson on artist – Pupils will recreate an image of the artist’s using relevant materials. 4. Working in the style of the artist – Pupils will develop further by working in the style, taking elements but using their own subject matter/primary sources etc. 5. Working in the style of the artist – Pupils will develop further by working in the style, taking elements but using their own subject matter/primary sources etc. 6. Presenting to peers – pupils will create a short 	<p>Arts award part C</p> <p>Exploring the arts as a participant</p> <ol style="list-style-type: none"> 1. Pupils will be going to the Whitworth art gallery to explore the exhibitions. They will photograph, sketch and document their experience. 2. Pupils will create an a2 heet of their gallery trip, using composition well to evidence and document their trip. 3. Pupils will explore the immersive exhibition of Van Gogh (via Youtube) and create a written response. They will think about a list of questions they would ask the artist. 4. Manchester city centre street art tour – Pupils will walk around the city and photograph the artwork on the streets. 5. Pupils will create a mood board and analysis sheet of their experiences in the city. 6. Art log write up session. Sharing work with peers. 	<p>Arts award Part D</p> <p>Skills share</p> <ol style="list-style-type: none"> 1. Pupils will think about what skills they have learnt across the course and create a mind map of their thoughts. 2. Pupils will think about a new skill they want to learn with the arts – they will research this and write an initial guide. 3. Pupils will begin exploring their new skill and practising, calling upon relevant artists to inform their choices. 4. Pupils will share their skill with a chosedn person in school – they can do a demo or write a guide. 5. Reflection sheets and art log. 6. Mounting and presentaon session – framing and mounting work to present for final exhibition. 7. Mounting and presentaon session – framing and mounting work to present for final exhibition. 	

			presentation of their chosen artist and response and share with peers. Peers will ask questions about the work.			
Artists / Topic ideas	Tracey Emin, Anatomy, Warhol, Victor Rodriguez.	Claes Oldenburg, Peter Anton				