











Curriculum Map. NB: In primary phase each year group will participate in three art and design topics, and three design and technology topics across the year. This LTP reflects the current curriculum until July 2022. NB: In secondary phase a carousel arrangement is offered at Yr7, Yr8 and Yr9 Textiles shared with Food and Nutrition. **Subject: Art and Design and Textiles**



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<ul style="list-style-type: none"> Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience 	<ul style="list-style-type: none"> Continues to explore colour and how colours can be changed 	<ul style="list-style-type: none"> Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking 	<ul style="list-style-type: none"> Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding 	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding 	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.
	<p>Vocabulary Cut, stick, glue, make, design, colour, paint, texture, shade, shape, equipment names, tools, experiment, artists, plan, challenge</p>					
	<p>By the end of the EYFS pupils should be able to: Generating Ideas: Work purposefully responding to colours, shapes, materials etc. Create simple representations of people and other things. Making: Work spontaneously and enjoy the act of making/creating. Sustain concentration and control when experimenting with tools and materials. Evaluating: Recognise and describe key features of their own and others' work Knowledge and Understanding: That art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. How to explain what they are doing.</p>					
	<p>National Curriculum Attainment Targets for KS1: By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. The KS1 Programme of Study requires that pupils should be taught:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 					



1			<p>Where do I Live? ART and DT Focus Focus: Drawing Outcome Use the work of Georgia O'Keefe as inspiration to create their own flower themed drawing.</p> 		<p>What makes animals different from each other? ART Focus: Sculpture Outcome: Manipulate drawings of birds in an intuitive way to make 3d forms</p> 	<p>Could I live in Europe? ART Focus: Painting (including colour theory) Outcome: To understand what the world was like without paintbrushes and create modern day cave painting.</p> 
			<p>Skills Experiment pencils and pastels Begin to explore the use of line, shape, pattern and colour. Explore drawing techniques such as: hatching and scribbling. Learn how to blend with pastels</p>			
<p>Y1 Vocabulary Drawing: Pencil, Pastel, Thick, Thin, Soft, Blend, Line, Shape, Pattern, Colour, Hatching, Scribbling Painting: Primary (colour), Blue, Red, Yellow, Mix, Blend, Rollers, Sponges, Control, Sculpture: 2D, 3D, Sculpture, Observational Drawing, Mark Making, Soft Pencils, Wire</p>						
<p>By the end of the Year 1 pupils should be able to: Generating Ideas: recognise that ideas can be expressed in artwork. Experiment with an open mind (for instance, they enthusiastically try out and use all materials that are presented to them). Making: Try out a range of materials and processes and recognise that they have different qualities. Use materials purposefully to achieve characteristics or qualities. Evaluating: Show interest in and describe what they think about the work of others Knowledge and Understanding: How to recognise and describe some simple characteristics of different kinds of art, craft and design. The names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.</p>						

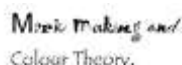
2					<p>How does GB compare to Pakistan? ART Focus: Printmaking Outcome: Try out different printmaking activities and explore surface texture.</p> 	<p>Could I live in North America? ART Focus: Painting Outcome: Explore the work of Native American art. Look at totem pole art, investigate positive and negative space.</p> 
					<p>Skills Talk simply about own work and that of other artists (Warhol, Hokusai). Use printmaking as a means of drawing. Create order, symmetry, irregularity. Create repeating patterns Still prints with a growing range of objects, including manmade and natural printing tools.</p>	<p>Skills Experiment with tools and techniques, such as layering and mixing media Continue to control the types of marks made. Confidently mix a range of secondary colours and shades.</p>
<p>Y2 Vocabulary Printing: Rubbings, Texture, Printing, Drawing, Symmetry, Order, Irregularity, Repeat Patterns, Manmade Objects, Natural Printing Tools, Rotate, Stamp, Motif Painting: Layering, Mixing Media, Mark Making, Secondary Colours, Primary Colours, Totem Pole Art, Investigate Positive And Negative Space.</p>						
<p>By the end of the Year 2 pupils should be able to: Generating Ideas: try out different activities and make sensible choices about what to do next. Use drawing to record ideas and experiences Making : deliberately choose to use techniques for a given purpose. Develop and exercise some care and control over the range of materials they use. (For instance, they do not accept the first mark but seek to refine and improve) Evaluating: When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say "I like that because...") Knowledge and Understanding: that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times and be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use)</p>						
<p>National Curriculum Attainment Targets for KS2 By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. In Key stage 2 pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint, clay) • About great artists, architects and designers in history 						

3				<p>Was Ancient Egypt a ‘Cradle of Civilisation’? ART Focus: Printing Outcome: Investigation and exploration of Ancient Egyptian designs to design their own Egyptian inspired pattern using printmaking techniques.</p> 	<p>Was Prehistoric Britain a peaceful place? ART Focus: Drawing & Painting Outcome: Use different drawing and painting media to sketch and print Stonehenge from different angles and perspectives before creating a silhouette painting.</p> 	
				<p>Skills Use relief printing processes. Ensure sketchbooks are used to record textures and patterns. Discuss own work and that of other artists (Hiroshige, Escher). Explore colour mixing through overlapping colour prints deliberately</p>	<p>Skills Experiment with different grades of pencil and charcoal. Draw for a sustained period at their own level. Use a range of drawing techniques within their work with growing confidence. Use paint to learn how to create different tones and shades.</p>	
<p>Y3 Vocabulary Printing: Relief Print, Texture, Pattern, Egyptian, Overlap, Colour Drawing: Drawing Techniques: hatching, cross hatching, scribbling, shading, tone, line, form, pencil, charcoal Painting: Mix, Secondary Colours, Primary Colours, Hue, Tint, Shade, Black, White, Dark, Light</p>						
<p>By the end of the Year 3 pupils should be able to: Generating Ideas: Gather and review information, references and resources related to their ideas and intentions. Use a sketchbook for different purposes, including recording observations, planning and shaping ideas. Making : Develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques. Select, and use appropriately, a variety of materials and techniques in order to create their own work. Evaluating: Take the time to reflect upon what they like and dislike about their work to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next) Knowledge and Understanding: About and describe the work of some artists, craftspeople, architects and designers. Be able to explain how to use some of the tools and techniques they have chosen to work with.</p>						

4			<p>What is a mountain? ART Focus: Painting Outcome: Explore different landscapes – winter, mountain ranges, different countries. Use as inspiration to create their own. Look at the work of abstract landscapes by David Hockney, artist Ted Harrison and designer Jen Aranyi.</p> 	<p>Was Prehistoric Britain a peaceful place? ART (was not covered in year 3) Focus: Drawing & Painting Outcome: Use different drawing and painting media to sketch and print Stonehenge from different angles and perspectives before creating a silhouette painting.</p> 	<p>Was Ancient Egypt a 'Cradle of Civilisation'? ART (was not covered in year 3) Focus: Printing Outcome: Investigation and exploration of Ancient Egyptian designs to design their own Egyptian inspired pattern using printmaking techniques.</p> 	
			<p>Skills Become increasingly confident using paint brushes to create different effects and textures. Work confidently, with ability to justify their choices regarding paper and scale. Mix and match colours with increasing accuracy. Continue to explore the colour wheel introducing warm and cold, complementary and contrasting. Use more specific colour vocabulary. Start to develop a painting from a drawing.</p>	<p>Skills Demonstrate increasing control over the types of marks made with different grades of pencil. Draw for an increasing period of time at their own level. Use charcoal with increasing control, to achieve line, shape, pattern, colour and tone. Use paint to develop their skill of creating different tones and shades.</p>	<p>Skills Use sketchbook for recording textures/patterns. Discuss the nature of effects able to modify and adapt print as work progresses. Use relief printing processes. Explore colour mixing through overlapping colour prints</p>	
	<p>Printing: Relief Print, Texture, Pattern, Egyptian, Overlap, Colour Drawing: Drawing Techniques: hatching, cross hatching, scribbling, shading, tone, line, form, pencil, charcoal Painting: Mix, Secondary Colours, Primary Colours, Hue, Tint, Shade, Black, White, Dark, Light</p>					
	<p>By the end of the Year 4 pupils should be able to: Generating Ideas: select and use relevant resources and references to develop their ideas. Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome. Making: investigate the nature and qualities of different materials and processes systematically. Apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes) Evaluating: regularly reflect upon their own work and use comparisons with the work of others (pupils and artists) to identify how to improve. Knowledge and Understanding: Describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. Be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.</p>					
5						

			<p>Was Prehistoric Britain a peaceful place? ART (was not covered in year 3) Focus: Drawing & Painting Outcome: Use different drawing and painting media to sketch and print Stonehenge from different angles and perspectives before creating a silhouette painting.</p> 		<p>What can we learn from Early Islamic Civilisation? ART Focus: Ceramics Outcome: Use clay to create a tile that shows patterns, prints and textures based on early Islamic influence. Artist: Hassan Massoudi, El Seed, Nadia Janjua (BAME)</p> 	
			<p>Skills</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Control the types of marks made and the effects and textures produced.</p> <p>Start to develop their own style using mixed media.</p> <p>Demonstrate an understanding of colours including primary and secondary, warm and cold, complementary and contrasting.</p> <p>Develop a painting from a lightly sketched drawing.</p> <p>Demonstrate a secure understanding of line, shape, pattern, colour, tone and space.</p>		<p>Skills</p> <p>Know about and describe the work of some artists, architects and designers who use ceramics</p> <p>Can understand basic techniques related to claywork: slabbing, joining and drawing into clay</p> <p>Developing practical understanding of specific techniques: pinching and coiling and impressing</p> <p>Can explore free modelling and explore carving, sculpting and creating a vessel</p>	

			<p>Use different techniques for different purposes within their own work.</p> <p>Have opportunities to explore simple perspective in their work using a single focal point and horizon.</p>			
	<p>Y5 Vocabulary Drawing: Drawing Techniques: hatching, cross hatching, scribbling, shading, tone, line, form, pencil, charcoal Painting: Mix, Secondary Colours, Primary Colours, Hue, Tint, Shade, Black, White, Dark, Light Ceramics: Ceramics, Kiln, Slabbing, Scoring, Slip, Pinching, Coiling, Impressing, Sculpture, Art Installation, Free Modelling, Slip, Sculpt, Carve, Vessel</p>					
	<p>By the end of the Year 5 pupils should be able to: Generating Ideas: Engage in open ended research and exploration in the process of initiating and developing their own personal ideas. Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. Making: confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them) Use their acquired technical expertise to make work which effectively reflects their ideas and intentions. Evaluating: Regularly analyse and reflect on their progress taking account of what they hoped to achieve. Knowledge and Understanding: research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. How to describe the processes they are using and how they hope to achieve high quality outcomes.</p>					
6					<p>Are you an impressionist or expressionist? ART Focus: Digital/ New Media Outcome: Understand what new media art is and create pixel art inspired by Kandinsky</p> 	<p>Could I live in Australasia? ART Focus: Graphic Design and Printing Outcome: An introduction to graphic design and Bauhaus.</p> 
					<p>Skills</p> <p>Record, collect and store visual information using digital cameras, video recorders.</p> <p>Be able to Import an image (scanned, retrieved, taken) into a graphics package.</p>	<p>Skills</p> <p>Know how to describe, interpret and explain the work, ideas and working practices of some significant artists and designers taking account of the influence of the different historical, cultural and social contexts in which they worked.</p>

					Understand that a digital image is created by layering Create layered images from original ideas (sketch books etc.).	Develop a range of ideas which show curiosity, imagination and originality with a focus on graphic design. Learn about typography and composition
	Y6 Vocabulary Graphics: Form, Typography, Content, Concept, Function, Bauhaus, Illustration, Multi-Disciplinary, Contemporary, Layout, Grid, Gradient, Proof, Typesetting New Media Art: Contemporary Art, Pixels, Sound Art, Contemporary, Abstract Art, Algorithm, Experimentation, Colour Scheme, Negative Space					
	By the end of the Year 6 pupils should be able to: Generating Ideas: independently develop a range of ideas which show curiosity, imagination and originality. Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. (for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used) Making: Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques. Independently select and effectively use relevant processes in order to create successful and finished work. Evaluating: provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work Knowledge and Understanding: provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work. Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.					
	The National Curriculum for Art and Design- A framework for Progression, Planning for Learning, Assessment, Recording and Reporting Students need to learn about materials, techniques and processes, developing skills in the selection and handling of materials, displaying knowledgeable discrimination in the creative choices they make. All of which is supported by four Progress Objectives (Strands)that define learning in the subject and embedded into all Schemes of Learning at Secondary KS3 and KS4. Learning can start with any of the Progress Objectives and can be addressed individually or holistically within an activity, within a lesson or across a longer sequence of learning Generating Ideas (skills of Designing and Developing): Promotes - research, observation, imagining, ideas, originality, perception, designing, investigation, exploration, research, enquiry, experimentation, composition, planning, analysis, visualising, selection, organisation, modelling, testing, synthesis, problem solving, aspiration, innovation, thinking and acting creatively... Making (skills of Making Art, Craft and Design): Promotes - technique, skill, control, complexity, mastery, quality, judgement, competency, expression, tactile and sensory response, interaction, purpose, investigation, production, outcome, process, exploiting properties of materials, media and techniques, line, shape, tone, colour texture, space and form, thinking and acting creatively... Evaluating(Skills of Judgement and Evaluation): Promotes - literate and reasoned critical thinking and response, analysis, interpretation, perception, knowledgeable judgement, autonomy, independence, subtlety, aesthetic understanding, speaking, listening, evaluation, review, technical understanding, making meaning and making connections, spiritual, moral, social, and cultural understanding... Knowledge(Knowledge of process and context): Promotes - critical, contextual, technical and aesthetic understanding, breadth, process actions and outcomes, medium and media, meaning, purpose, apply, master, rework, interaction, judgement, knowledge of art and artists, periods, genres, styles, movements, crafts, makers, form and function, design, architecture, artist, maker, designer, historic, contemporary, cultural artefacts and products.					
7	Baseline Test MM and CT ART Baseline test to clarify prior learning and set Colour spectrum and differentiated learning K and U Visual elements of Art- Line, Texture, Tone, Mark-making, Colour and Form 	Establishing a Yr7 Benchmark By structuring the autumn learning programme around a sequence of key learning activities and small assessments, an accurate profile of the skills, knowledge and understanding students have is built with the following priorities:	Portraiture K and U Portraiture definition and purpose Understanding of commissioned work and portrait sitters Visual elements of Art- Tone to suggest form Proportions	Media- Digital media Illustrator Adobe Programs and Ibis Paint Printmaking- Poly print Skills- Proportions of the face, Gridding up Drawing hover method and colour pencil blending	African Art K and U Visual elements of Art- Line shape, Texture, Form, Colour Theory Colour associations- rituals World cultures and ethnography- relating to the scientific description of peoples and cultures with their customs, habits, and mutual differences.	Media- Pencil/graphite, coloured pencils, fine line pen, paint and 3D mixed media, card construction mask heads Skills Gridding and hover method, observational and manipulative, Modifying and refining 3D construction Research and analysis colour pencil blending




PORTRAITURE

Design brief
In this project you will learn all about the theme of portraiture. You will study the proportions of the human face and the structure and purpose of the facial features. You will learn to draw each of the features in both line and tone before learning how to draw an accurate line self-portrait.

In addition, you will study the work of artists to inform the development of your final piece. The piece will relate directly to the artist, Julian Opie and as a result of researching his work, you will create your own self-portrait with a digital

1. Drawing: Ability to draw accurately and expressively from observation to analyse and record, to communicate ideas and for design purposes;

2. Control mark and tone: Use marks expressively and shading techniques to represent three-dimensions, form and space, with some knowledge of perspective.

3. Knowledge of artists and designers: Know how to look at and analyse works of art, craft and design to inform their own designs.

4. Creative: Be able to speak confidently expressing opinions and ideas, demonstrating the ability to interpret and synthesise from different sources/stimuli to create new/original outcomes. Selecting and controlling media with basic confidence.

5. Colour and paint: Be able to mix and use colour with knowledge, understanding and control of primary, secondary and tertiary, warm, cool and complimentary colours. Be able to select brushes and tools for painting to create surface effects with paint and create expressive marks.

Media- Pencil/graphite, soft pastels, oil pastels

Skills Frottage, Colour blending, observational



AFRICAN MASKS





DESIGN BRIEF



This is the 2nd and final project in Year 7. You will be introduced to the variety of masks from countries and cultures around the world, before learning more specifically about African masks and their uses. You will study the work of artists, Picasso and Kertész, to see how their work was influenced by African masks. You will create a range of independent designs for your own 'African mask' which will form the basis for the construction of a 3D mask.





FOCUS FOR ASSESSMENT






- Quality of oral and written research
- Originality and creative design skills
- Successful integration of all materials to produce a 3D mask



		drawing and manipulative skills Research and analysis				
	Cultural Capital- Historical and Contemporary Artists British and European- Vincent Van Gogh and David Hockney- a century has passed- 2 artists , one love of nature and their environment	Literacy and linguistic development Key words sheet specialist Art language Easy 4C model Art literacy mats Super vocab	Cultural Capital -Historical and Contemporary Artists -Commissions – history and status- power, importance, virtue, beauty, wealth, taste, learning or other qualities of the sitter. BAME Portrait artists and sitters/ Female/male/ Chris Ofili Frida Khalo Henri Matisse Julian Opie Pablo Picasso	Literacy and linguistic development Key words sheet specialist Art language Easy 4C model Art literacy mats Super vocab	Cultural Capital- Historical and Contemporary Artists Amedeo Modigliani /Pablo Picasso World cultures- Masks around the world- Origin/meanings/ purpose/materials	Literacy and linguistic development Comparison techniques Key words sheet specialist Art language Easy 4C model Art literacy mats Super vocab
	Insect themed Pin cushion TEXTILES K and U H & S Hand embroidery- bookmark World without Textiles- videos	Media Bookmark – Binca cloth and embroidery threads- fly stitch/cross stitch/blanket/running (differentiated spectrum) Design and make- pin cushion Skills Research and analysis Presentation skills Designing Hand sewing skills Construction Evaluating	Media Badge/emblem Hand felting process and technique Skills Research and analysis Embellishment Construction- basic shaping creation of a hand felt piece and build-up of stitching from second design	2 week timetable 6 groups every fortnight across the academic year	Design Brief In this project you will be learning that designing a textile product requires a design inspiration, which could be a theme to your work and/or an artist or designer inspiration. You will work through the design process and learn how to add hand sewing techniques to your work to enhance it. Your design task is to design and make a quality pin cushion based on the theme of insects and bugs, looking at the artist Seguy to further your design ideas. The product needs to be useable to a person that sews and be no bigger than 15cm x 15cm. You need to use at least two different types of fabric, such as polycotton and a felt fabric. Your pin cushion must include an insect theme with hand stitching embellishment, it could also include some components such as buttons, sequins or beads. You will need to consider colour scheme ideas as part of your design for your pin cushion. Focus for Assessment: • Research carried out • Design Process followed • Neat, organised sketchbook • Quality final pin cushion that meets the design brief. 	
	Cultural Capital- Historical and Contemporary Artists Textile Design in our world Entomology and E. Seguy Anne Kelly bug patchworks Ancient Egyptian Bugs and artefacts	Literacy and linguistic development Key words sheet Specialist Textile language				
8	Pop Art ART K and U Pop Art culture from Britain and USA and comparing past and present- Pop Culture today- advertising and commercial endeavour were actually forms of art merged into a singular aesthetic style 	Media 3D card construction Drawing Coloured pencil Painting Collage Skills Notetaking skills Research and analysis Gridding method Typography Collaborative group work	Architectural Ceramics K and U Form and Function meaning and purpose found in both historical and contemporary architecture 	Media Wax resist Pencil tone drawing -3D form Designing and developing ideas 3D mirror- Card or ceramics Skills Analysis and research Mind mapping 3D Ceramic skills	Bugs K and U Animal kingdom Periods in time Art nouveau period Hybrid bugs from botanical illustrations Etymology Repetition- What is pattern? - Repeating motifs 	Skills and media Printmaking skills Frottage Designing and developing a print Collage- frottage and wax resist on paper and cutting out shapes of insects

	<p>Cultural Capital- Historical and Contemporary Artists Popular Culture- 1960;s to present Jasper Johns- typography and pencil drawing skills Peter Blake- collage Andy Warhol- drawing and repetition Roy Lichtenstein-benday/comics</p>	<p>Literacy and linguistic development Expressive words- palindromes and onomatopoeias Key words sheet specialist Art language Tate videos</p>	<p>Cultural Capital- Historical and Contemporary Artists Form/function/meaning and purpose- Geographical move from Moors in Africa to Spain-Alhambra and Granada. Architects around the world- culture and religion Zaha Hadid – BAME British Iraqi female architect Frank Gehry Antoni Gaudi Hundertwasser (5 skins theory)</p>	<p>Literacy and linguistic development Key words sheet specialist Art language 4C model analysing PAF method of writing Tate videos</p>	<p>Cultural Capital- Historical and Contemporary Artists Arts and Crafts movement Levon Biss-photographer William Morris- Arts and Crafts movement Zentangle origins and links to Asia from America</p>	<p>Literacy and linguistic development Comparison techniques Key words sheet specialist Art language Easy 4C model Art literacy mats Super vocab</p>
	<p>Sensory Toy TEXTILES K and U H & S review Design Brief Visual disassembly of sensory toy Sewing machine introduction Sewing sampler on the machine Practise applique- basic sewing</p>	<p>Media Sewing machine introduction Sewing sampler on the machine Practise applique- basic hand sewing media Tie dye</p>	<p>Skills Analysing and researching Sewing machine skills Embroidery sewing skills- hand sewing Template design Construction Embroidery sewing skills- Evaluating</p>	<p>2 week timetable 6 groups every fortnight across the academic year</p>	<p>Design Brief: Sensory Toy In this project you will be learning to use the sewing machine and how to add hand sewing skills to your work. You will be learning that designing a textile product requires a design inspiration, you can choose your own character or animal, as well as researching the British Artist Bridget Riley. Your design task is to design and make a Sensory Toy for a baby, you will be investigating sensory toys and common themes seen in baby toys to further your design ideas. The sensory toy needs to be useable for a baby aged 3 months to 18 months. The product needs to be no bigger than 25cm x 15cm. You will need to use at least two different types of fabrics, such as a cotton/polyester and a felt fabric. You will be dyeing your own fabric using the tie-dye method to add colour to the white cotton fabric. Your sensory toy must include machine stitching, with some hand stitching embroidery, it could also include some components commonly seen in baby toys such as teething rings, bells and ribbons. You will need to consider your colour scheme ideas, theme ideas and what sensory features your baby toy will include.</p> 	
	<p>Cultural Capital- Historical and Contemporary Artists Op Art- Bridget Riley</p>	<p>Literacy and linguistic development Key words sheet specialist Textile language Evaluation sheet</p>				
9	<p>'Save our planet'-The Great Pacific Garbage Patch' ART K and U How plastic harms the environment and creates the Great Pacific Garbage Patch- Investigation of using plastics and recycling objects and responding to artists who use recycled objects in their work to raise awareness of ocean pollution</p>	<p>Media Biro/graphite Mono printing/sgraffito Tempera Painting Scraper board Skills Analysis and research skills Gathering and manipulating to recycle and make something new out of old</p>	<p>Urban Landscape -'Our City'- ART K and U Where we are in the world and our context- connections between the past and present- Bradford's history, culture and community- Historic Buildings and function/purpose Patterns that not only celebrate city landmarks, but their culture, attitude and spirit as well.</p> 	<p>Media Graphic media Charcoal large scale Typography Water colour and fine line pen Charcoal /erasers Skills Drawing Graphic Design Poster designing ICT transfer papers Collaborative group print project banners</p>	<p>'Dia de los Muertos' - (Mexican Day of the Dead) in Aztec traditions honouring the dead. Aztec Empire's influence on present-day Mexico and Central America Festivals Body adornment Rituals of death around the world Disguise and concealment</p>	<p>Media Coloured pencil Paper cut banners Mini 3D hats Pencil crayon and fine line pen/collage Skills Coloured pencil Gridding method 3D construction / cutting Designing</p>

					<p>Colour association</p> 	
	<p>Cultural Capital- Historical and Contemporary Artists How we are responsible for our world down to our local environment Tony Cragg Robert Bradford Stephen Rodrig Khaili Chistree Guerra de La Paz Tan Zi Xi Hannah Tofts-plastic Sea animation Vanitas Painting comparisons Tempera Painting and printmaking</p>	<p>Literacy and linguistic development Key words sheet Specialist Art language</p>	<p>Cultural Capital- Historical and Contemporary Artists Me in my city- Bradford Innovators of our past- Titus Salt- Rich cultural heritage of Bradford area/Grade 2 listed etc Jeanette Barnes Debra Elliger- perspective circles Renaissance Art- one point perspective Maria Dahlgren- Scandinavian artists and designers- link to Ikea and inspiration from others Rob Dunlavey- card constructions</p>	<p>Literacy and linguistic development Key words sheet specialist Art language 4C model analysing PAF method of writing Tate videos Myrioramas</p>	<p>Cultural Capital- Historical and Contemporary Artists Aztec traditions Culture and festivals- our context, religions and our culture Comparisons throughout the world Films/movies- Coco</p>	<p>Literacy and linguistic development Key words sheet specialist Art language 4C model analysing PAF method of writing Tate videos</p>
	<p>Yr9 IMMERSIVE TEXTILES 2 short projects- Recycled Textiles K and U Hand embroidery and hand applique work.</p>	<p>Media Dye techniques Mixed Media Textiles Brown paper/collage/stitch/free machine embroidery Recycled textiles</p>	<p>Skills Embellishment hand stitching/beading/couching Exploratory textiles skills Adobe Illustrator Printmaking Screen printing Batik</p>	<p>2 week timetable- 5 x groups Half a year</p>		
	<p>Cultural Capital- Historical and Contemporary Artists Yinka Shonabare Jessica Grady Alice Fox Jill Flower</p>	<p>Literacy and linguistic development Key words sheet specialist Art language Embellishment, Embroidery, Circular, Hand Stitched, Sequins, Beading, Layered composition, Colourful</p>				
<p>10</p>	<p>Term 1 Natural Forms ART K and U Natural world- physical environments, nature and features of our planet</p>	<p>Skills and media Coloured pencil Drawing- graphite media Watercolours Lino printing Soft pastels Artist research and analysis</p>	<p>Term 2- Close up Cactus and succulents Digital Photography Drawing Grid method Soft pastels</p>	<p>Skills and media Coloured pencil Fine line pen and ink Monochromatic pastel Coloured soft pastels Design Development and 3D Ceramic construction</p>	<p>Term 3- Portraiture Wrapped, tied Twisted Artist analysis Drawing Mixed media Painting Pastel- monochromatic and colour</p>	<p>Skills and media Full range of dry and wet media Acrylic painting Bleach and mixed media Mixed media</p>

	<p>Cultural Capital- Historical and Contemporary Artists</p> <p>Wonders of the world Natural world Expressionist printmakers Rachel Newling</p> 	<p>Literacy and linguistic development</p> <p>Key words sheet specialist Art language Art for words booklets 4C model analysis Literacy mats Super vocab sheets Ping Pong critique</p>	<p>Cultural Capital- Historical and Contemporary Artists</p> <p>Karl Blossfeldt and photographers from the past-pin hole photographers, macro etc Edward Muybridge Invention of the camera and moving image- Bradford National Science Museum Edward Weston Suzanne Saroff Photography unit on distortion and refraction in water Contact sheet and camera skills</p> 	<p>Literacy and linguistic development</p> <p>Key words sheet specialist Art language Art for words booklets 4C model analysis Literacy mats Super vocab sheets Ping Pong critique</p> 	<p>Ink wash /biro and pen work</p> <p>Cultural Capital- Historical and Contemporary Artists Agnes Cecil Tom Ford Christo and Jeanne- Claude Nyko Gyftakis Janet Fish Henry Moore</p> 	<p>Literacy and linguistic development</p> <p>Key words sheet specialist Art language Art for words booklets 4C model analysis Literacy mats Super vocab sheets Ping Pong critique</p>
	<p>Term 1 Natural Forms- TEXTILES K and U</p> <p>Cultural fusion- mixing of different cultures, art forms, religion and societies</p> 	<p>Skills and media</p> <p>Pencil Coloured pencil Full range of Textile media Illustrator- develop lino design</p>	<p>Term 2- Natural Forms</p> <p>Skills and media</p> <p>Printing techniques- lino printing, other printing Own design Large scale lino print created. Free-embroidery work- machine and hand stitching</p>	<p>Skills and media</p> <p>Print and Applique Reverse applique work Artist research and analysis Paper textile work Own design</p>	<p>Term 3-</p> <p>Fabric dyeing Combining stitch and print together- large scale quilt</p>	<p>Fabric dyes Print Applique Quilting Free-embroidery</p>
	<p>Cultural Capital- Historical and Contemporary Artists</p> <p>Delita Martin Gillian Travis Lino print artist</p>	<p>Literacy and linguistic development</p> <p>Key words sheet specialist language Art for words booklets 4C model analysis Literacy mats</p>	<p>Cultural Capital- Historical and Contemporary Artists</p> <p>Janet Edmonds- her work links to printing technique- cultural inspired decorative box</p>	<p>Literacy and linguistic development</p> <p>Key words sheet specialist language Art for words booklets 4C model analysis Literacy mats</p>	<p>Cultural Capital- Historical and Contemporary Artists</p>	<p>Literacy and linguistic development</p> <p>Key words sheet specialist Art language</p>
11	<p>Component 1 ART</p> <p>Coursework Wrapped, Tied and Twisted</p>	<p>Component 1</p> <p>Coursework</p>	<p>ESA</p>	<p>ESA</p>	<p>External examinations</p>	<p>External examinations</p>
	<p>Component 1 TEXTILES</p>	<p>Component 1</p>	<p>ESA</p>	<p>ESA</p>	<p>External examinations</p>	<p>External examinations</p>

	Coursework Under the microscope- Cells	Coursework				
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