Art & Design

"I found I could say things with colour and shapes that I couldn't say any other way... things I had no words for."

Georgia O'Keefe

Our **Art, Design** and **Technology** lessons perfectly support a commitment to our in-house Character Curriculum as well as the National Curriculum. In this respect, they help pupils develop and thrive not just academically, but also with their personal and social development – something we think is vital for their long-term growth and wellbeing.

Our approach starts by encouraging an appreciation and love of the arts through play, before progressing through age-appropriate tasks and projects to develop this further. Whether we're foraging in the woods, building a prototype go-cart or discussing ideas like biomimicry, this staged approach helps keep pupils of all ages engaged but challenged. Curriculum depth comes from the way we build layer upon layer of knowledge, beginning with the basics like introducing old masters, then moving on to more conceptual artistic thinking in older children. Methods like interleaving, live briefs and iterative design help us to build overall knowledge and disciplinary skills more effectively, and we actively encourage our children to experiment and take risks in areas like conceptual design: essential to the creative process and a great way to build their confidence and resilience.

Our **Art, Design** and **Technology** classes help address social disadvantage in many ways, most obviously by giving pupils artistic opportunities, resources and experiences most of them don't get at home. Using role models like Grayson Perry and Frida Kahlo, we deliberately reference a wide range of art and artists representing all ethnicities and walks of life, helping to inspire and normalise artistic achievement among a demographic very much underrepresented in the arts. We also explore contemporary issues and socio-political movements through the lens of art history and creative practice, covering themes of everyday relevance to our pupils and their families, including Brexit, Black History Month and Pride. Pupils are also encouraged to think critically and engage in discussions around topics like morality and ethics. These we explore with close reference to creativity, art history and protest in culture. Meanwhile, our art therapy projects actively help to improve the mental health of our most vulnerable children.

Connection is another key theme for all of our taught subjects, including **Art, Design** and **Technology.** Lesson plans are devised and delivered with connection in mind, working consciously to give every pupil their 'visual vocabulary' while helping them to explore their creative self, find their artistic voice and build connections with the wider world outside school. The work we do with external organisations, projects and brands supports this theme, and it also helps teach pupils about the career opportunities made possible with qualifications in these subjects. For example, for an insight into potential careers we link up with Porsche and Lion King – two brands that really resonate with our pupils. Meanwhile, we always encourage a wider love of the subject, using visits from practising artists as well as by offering an exciting and varied programme of class trips; whether that means visiting traditional galleries and stately homes or going to see street art in Manchester's Northern Quarter.

Phase 1

Expressive Arts and Design Statutory Framework EYFS 21 NC Art and Design

	Term 1	Term 2	Term 3
Know and remember	Observe their own facial features and those of others. Create a self portrait using lines to enclose spaces where needed. Collect, observe and describe a range of natural resources including leaves, twigs and fir cones. Print to create a pattern. Experiments and explores with shapes and materials – uses trial and error. Understands masking tape can be drawn on. Know that natural resources can be used to create patterns and pictures linked to **artist study: Andy Goldsworthy**	Identify and name colour names. Mix paints to create secondary colours through experimentation. Know how to create and improve models through using a variety of materials and different ways including to scrunch, twist, fold, bend, roll. Experiment with thick and thin brushes and describes the marks they make. Combine boxes using different tapes. Decide whether PVA or a glue stick is the best glue for a purpose. Put tape on the edge of the table before cutting it. Explore different ways of applying paint including using brushes of different sizes, rollers and sticks linked to **artist study: Jackson Pollock**	Mix own paint independently, using the correct amount of water and paint. To add black and white paint to alter the tint or shade. Begin to colour match to a specific colour or shade. Paint/draw a picture with a primary focus as well as other details including their own interests such as rainbows, houses etc. Use trial and error when creating and understands the need to sometimes second draft. Understands a model is a representation of something and that they are created. Uses string and ribbon for a purpose . Select collage materials to stick onto wet paint or by using glue **artist study: Paul Klee**
Do	Explore materials on different scales, scissor control, explore one handed tools to create changes in materials, use a range of materials that join e.g tape, glue, begin to draw with increasing complexity and detail, joining things together and combining materials; explore concepts and ideas through representations; imaginative, active experiences, create collaboratively sharing ideas, resources, and skills		

Phase 1

Year 1	Term 1	Term 2	Term 3
Unit(s)	**Woodland Play-Jackson Pollock** Our student's art journey starts with a forage in the woods to make the perfect artists tool kit. They will explore the key elements of art, craft and design; looking at shape, form, mark-making, use of line and mixing of own colours. Students will learn about the work of Jackson Pollock and his abstract art. In response they will work collaboratively to create a layered, multifaceted response showcasing skills they have previously acquired	**Grec Festival-Sabrina Ward Harrison** Pupils will be immersed into the Spanish festival "Grec Fest". They will complete series of mixed media workshops exploring the different activities a festival has to offer and historical artists like Degas who captured this magic. Collaged circus masks, popcorn nets and moving circus characters will allow students to understand the concepts of collage, 3-D design, alongside mechanisms and pulleys.	**Space-Michael Brenand-Wood** Starting with a problem and a brief, students are going examine a specification and create a spaceship that can fly using Michael Brenand-Woods explosive works as inspiration. Students will understand the concepts of movements and forces alongside aerodynamics allowing the spaceship to take flight. Pupils will then create a personalised robot that reflects their personality. They will explore the world of stop-motion and bring their character to life using digital platforms.
Key Concepts	Foraging Nature Thread wrapping Colour Mixing Shape and form Line Abstraction	Festivals Mixed Media Nets and construction Mechanisms Collage Drawing Colour Theory	Aerodynamics 3-D Design Sculpture Stop Motion
Knowledge Introduced	Foraging Tool making Thread wrapping Colour Mixing Shape and form Line Abstraction Layering of media Jackson Pollock Painting	Watercolour Crayon Colour theory Mechanisms Nets Degas Sabrina Ward Harrison	Michael Brenand-Wood Aerodynamics Sculpture 3-D Design Stop Motion
Knowledge Revisited	**Mark Making**: Year 2 - term 1, Year 1 - term 1, Year 3 - term 2 **Thread wraps:** Year 6 - term 1 **Abstract Art**: Year 1 - term 1, Year 4 - term 1, Year 5 - term 1 **Natural form:** Year 4 - term 2, Year 5 - term 1	**Colour theory:** Year 3 - term 2, Year 6 - term 1, Year 7 - term 1 **Mechanisms:** **Water colour:** Year 2 - term 1, Year 3 - term 2, Year 8 - term 1 **Nets:** Year 7 - term 3 **Portraiture**: Year 1 - term 2, Year 5 -term 2, Year 8 - term 2	**Leonardo Da Vinci**: Year 3 -term 1 **Aerodynamics**: Year 3 - term 1 **Sculpture:** Year 2 - term 1

Phase 2

Year 2	Term 1	Term 2	Term 3
Unit(s)	**Let's Be a Penguin-Pablo Picasso** Work is made in response to the book "Pip." Pupils will explore the life of being a penguin, where they live and how they survive in their environment. A creative collage is constructed titled "march of the penguins" before using it as a starting point for explorative and experimental drawings. Water colour washes are used to create Artic backdrops before moving into 3D forms. Pupils will investigate the properties of clay and how to manipulate it into pinch pot before transforming it in to a Penguin.	**Pacita Abad-Head dresses Kayan Lahwi tribe** Individuals will create a tribal head dress inspired by the Kayan Lahwi tribe. They will create a series of mixed media workshops including textiles to create pom poms, trimmings and layered panels to then patchwork together to create their chosen headdress form. The abstract shapes and repeat patterns are inspired by Pacita Abad, while the application of colours use Kandinsky's theories. After the construction of their headdress students take to the runway for a Tribal dance fashion shoot.	**Totem Poles-Bob and Roberta Smith** Students will work both as individuals and as a collective to create a series of outcomes inspired by the Native American Totem Pole. They will create totem narratives through the art of collage before unpicking some of the key words/ themes and transforming them into works of art themselves. Bob and Roberta Smith will be the inspiration for both expressive, painting workshops as well as understanding the art of typography. All work will be underpinned by the work of John Dahlsen's environmental forms. Individuals will work on wood panels before coming together to create a large, collaborative structural installation that will tell the classes narrative.
Key Concepts	Abstract Form 3D-Clay	Textiles Culture Construction	Structures Typography Expression Narrative Environmental Art
Knowledge Introduced	Picasso "Pip" Clay Creative Collage	Kayan Lahwi Tribe Pacita Abad Mixed Media Pom Poms Bead threading Oil pastel	John Dahlsen Bob and Roberta Smith Structures Typography
Knowledge Revisited	**Abstract Art:** Year 1 - term 1, Year 4 - term 1, Year 5 - term 1 **Painting:** Year 1 - term 1 and 2 **Collage:** Year 3 - term 1	**Oil pastel:** Year 8 - term 2 **Watercolour Wash:** Year 1 - term 2, Year 8 - term 1	**Font and typography:** Year 9 term 1 **Structures:** Year 4 - Term 1

Curriculum Overview - Art & Design
Phase 2

Year 3	Term 1	Term 2	Term 3
Unit(s)	**Kite Festival- Jana Glatts** A series of mixed media workshops that build up to the creation of a layered kite. The work will be inspired by the work of Jana Glatts and underpinned by Leonardo DaVinci and his love for flying machines.	**How to Deal with Flying Tigers - Emily Powell** Work made in response to the story "How to deal with flying Tigers". A story box scene created, telling a section of the narrative before creating a bespoke textile cape, putting themselves in the characters shoes. The work will be inspired by Emily Powell's collection of "Flying Tigers" and underpinned by Vincent Van Gogh for his vivid use of colour and expressive mark-making	**Siby Village Installation-Dan Eldon** A collaborative approach to creating a dwelling inspired by the Siby village in Mali. Students will create individual panels/ sections using weaving and upcycling techniques before collaboratively working to install an indoor/outdoor structure(s). Pupils will use Dan Eldon and Robert Beard as their artist inspiration alongside Sophie and Robert Delauney showcasing their understanding of pattern and shape.
Key Concepts	Aviation Construction Mixed Media Balinese Culture	Colour theory Mark-making Depth within art Observation Textiles Architecture Story Telling Halifax	Colour Theory Installation Collaboration African Culture 3D-Design Pattern Shape Textile Upcycling
Knowledge Introduced	Leonardo Da Vinci Jana Glatt Balinese Culture Potato Printing Creating a structure out of card/willow	Vincent Van Gogh Emily Powell Using a story as a starting point Wax resist Working with felt Creating depth in design	Dan Eldon, Robert Beard, Sophie and Rober Delauney History of Siby village, Mali African Culture Weaving of alternative materials, Upcycling of found objects
Knowledge Revisited	**Observational drawing:** Year 1-term 2 Aerodynamic: Year 1 - term 3 **Collage:** Year 1 - term 2, Year 2-term 1, Year 2 - term 3 **Oil Pastel:** Year 2, term 2 **Construction:** Year 1 - term 3 Year 2 - term 3	**Observational drawing:** Year 1 - term 2 **Mark-Making:** Year 1 - term 1, Year 2 - term 2, Year 3 - term 2 **Working with beads and string:** Year 2 - term 2	**Twig wrapping:** Year 1 - term 1 **Colour Theory:** Year 3 - term 2 **Pattern making:** Year 2 - term 1

Phase 2

Year 4	Term 1	Term 2	Term 3
Unit(s)	**Phlegm Monuments** A fight to be the best Phlegm flock. Which Year 4 class will it be? Two classes battle it out for the most elaborate, zentangled, steam punk birds to be seen this side of Halifax. Pupils will be exposed to a variety of workshops focusing on monochrome, underpinned by the works of Escher. Collage, pattern, use of line, shape and form will all be explored before adorning their cardboard formation with their beautifully patterned plumage.	**Kaleidoscope- Beatrix Milhazes** Pupils will be immersed into the world of light diffraction by constructing their very own sustainable kaleidoscope. They will be inspired by the works of both Olaf Eliasson and Beatrix Milhaze to create a celebration of pattern and light derived by nature. Exploration and experimentation of shapes and composition will be undertaken to replicate filters from a kaleidoscope. Sustainable materials and mirrored properties are investigated for potential use before students making executive choices.	**Le Mans -Ferrari** Starting with a problem and a brief, students are going examine a specification and work collaboratively to create a Go-Kart fit for Le Mans. Students will understand the concepts of movements and forces, allowing the vehicle to be most efficient. Students will research manufacturers like Ferrari as well as exploring the world of biomimicry; using animals form to inspire their car exterior. Pop Artist Keith Haring will then be introduced for pupils to incorporate as part of the visual styling before taking it into CAD. Manufacturing and assemblage is the final stage before pupils taking their Go-Kart to the track.
Key Concepts	Monochrome Structure and form Pattern Line	Material Nature Pattern Structure	Car Design Movements and Forces Pattern Biomimicry CAD
Knowledge Introduced	Monochrome Zentangle Escher Phlegm	Olaf Eliasson Beatrix Milhaze Sustainability	Movements and Forces Biomimicry CAD Ferrari Keith Haring Le Mans
Knowledge Revisited	**Mark-Making:** Year 1 - term 1, Year 2 - term 2, Year 3 - term 2 **Structures:** Year 4 - term 2, Year 5 - term 1, Year 2 - term 2	**Structures:** Year 4 - term 2, Year 5 - term 1, Year 2 - term 2 **Pattern development:** Year 2 - term 1, Year 3 - term 3, Year 4 - term 3, Year 5 - term 3, Year 5 - term 3 **Photoshop:** Year 5 - term 3, Year 7 term 3, Year 8 - term 1 **Natural form:** Year 1 - term 1, Year 5 - term 1	**Pattern making:** Year 2- term 1, Year 3 - term **Biomimicry:** Year 6 - term 3, Year 8 - term 2

Phase 3

Year 5	Term 1	Term 2	Term 3
Unit(s)	"Wind Toys"- Cesar Manrique A fusion of Manriques masterpieces; his beloved "Wind Toys" and his funky fishes. Elaborate fishes are individually constructed using mixed media before working collaboratively to assemble a large structure that will take place at the primary building.	Paper Dolls-Frida Kahlo Pupils are going to create a wooden art doll that represents themselves and their personalities. They will create a personalised collage, before using decoupage and transfer techniques to adorn their doll. Frida Kahlo will be used as inspiration of how an artist's works in an autobiographical way.	A letter to my Childhood Companion-Hassan Hajjaj Students will bring in their favourite childhood toy where they will document it using the camera. From these personal images they will create a series of linear illustrations. Developed in Photoshop, colour and pattern will be applied in the style of Hassan Hajjaj. An array of repeats and experiments will be undergone before bringing them together alongside their drawings to create a bespoke, celebratory stamp. A handwritten letter will then accompany the stamp to thank your childhood companion for always being by your side.
Key Concepts	Shape layering Tessellation Abstract Pattern Wind and movement	Decoupage Autobiographical Surreal	CAD Composition Line Photography Pattern
Knowledge Introduced	Cesar Manrique Tessellation	Frida Kahlo-Autobiographical art Decoupage Surrealism	Hassan Hajjaj Photography
Knowledge Revisited	**Abstract Art:** Year 1 - term 1, Year 4 - term 1, Year 5-term 1 **Pattern Mixed Media:** Year 3 - term 2, Year 7 - term 2 **Natural form:** Year 1 - term 1, Year 4 - term 2	**Structures:** Year 4 - term 2, Year 5 - term 1, Year 2 - term 2 Pattern development: Year 2 - term 1, Year 3 - term 3, Year 4 - term 3, Year 5 - term 3, Year 5 - term 3 **Photoshop:** Year 5 - term 3, Year 7 - term 3, Year 8 - term 1 Creative Collage: Year 1 - term 1, Year 3 - term 1 **Portraiture:** Year 1 - term 2, Year 5 - term 2, Year 8 - term 2	**Pattern development:** Year 2- term 1, Year 3 - term 3, Year 4 - term 3, Year 5 - term 3, Year 5 - term 3 **Photoshop:** Year 5 - term 3, Year 7 - term 3, Year 8 - term 1

Phase 3

Year 6	Term 1	Term 2	Term 3
Unit(s)	**A Guide to your Dream Tonight-Salvador Dali** A series of workshops that combine storytelling and mixed media Pupils will use Salvador Dali as their artist inspiration alongside Rene Magritte showcasing their understanding of the surrealist movement.	**Hundertwasser Architecture** Pupils will create a building highlighting their dream job. They will use a combination of Hundertwasser and Gaudi's nature inspired shapes to create their own original 3-dimensional structure. These will be brought together to create a street scene that encompasses their hopes and aspirations.	**Walkabout-Brett Whitely** A personal journey for year 6 as their last art adventure before heading to secondary school. Pupils will investigate the aborigine concept of going "Walkabout" before constructing an oversized staff in response. The students will use biomimicry as a tool to investigate form and use their journey too and from school to forage for artefacts that will adorn their finished piece. Electronics will be applied to their individual staffs to bring light to their new chapter.
Key Concepts	Surrealism Maps	Hundertwasser Pop-up Colour Theory Observation Gaudi	Aborigine Art Foraging Biomimicry Installation Electronics Construction
Skills	**Rene Magritte Salvador Dali Conceptual thinking**	**Hundertwasser Gaudi** **Card experimentation and manipulation**	**Aborigine Art Brett Whitely Electronics**
Skills Revisited	**Collage:** Year 3-term 1, Year 2-term 1 **Print making:** Year 3 - term 1, year 7 - term 1 **Colour Theory:** Year 1 - term 1, Year 3 - term 2 **Ransom letters:** Year 7- term 2, year 9 - term 1	**Blending:** Year 2 - term 2, Year 3 - term 2, Year 4 - term 1 **Depth:** Year 3 - term 2	**Foraging:** Year 1 - term 1 **Twig wrapping:** Year 1 - term 1 **Conceptual Art:** Year 6 - term 1

Phase 3

Year 7	Term 1	Term 2	Term 3
Unit(s)	**Revolting Recipes Roald Dahl/ Quentin Blake** Starting with a problem and a brief, students are going examine a specification and work individually to create conceptual seating for a specific target audience; whether that be a local restaurant, Halifax public library or Ravenscliffe School. Students will explore the Revolting world of Roald Dahl and Quentin Blake. They will understand how the illustrator works before getting to grips with creating their own revolting recipes.	**Revolting Recipes Janet Skates/Teesha Moore** A secondary artist, Janet Skates is introduced where pupils engage with the world of abstraction to create their own compositions and pattern development to support the brief. Investigating purposeful SMART Materials enhancing the overall effect of the outcome. Experimental modelling of structure and form will take place using Skates work as a primary starting point.	**Revolting Recipes Alessi Design** Iterative design will be used with support from the revolting recipe creations and pattern development to formulate the final, conceptual outcome. Pupils will evaluate the success of their designs against the brief and specification requirements.
	• Technique Time is used fortnightly to underpin and trial all the main elements used within the project before refining them. • Students will experience use of tools and machinery to create an additional accessory to support their manufactured seat. • Fortnightly students will learn about a movement in Art and Design History that will relate to home learning tasks		
Key Concepts	Colour Theory Observation Contextual Studies Mark-Making Blending Watercolour	Font Abstract Art Repeat Pattern Contextual Studies Mixed Media	Iterative Deign Nets Prototyping Contextual Studies
Knowledge Introduced	Roald Dahl Quentin Blake Art History artists used for Home Learning Process, form, content, mood model	Janet Skates Teesha Moore Art History artists used for Home Learning Repeats/ Double exposures in Photoshop Marbling	Alessi Design
Knowledge Revisited	**Colour Theory:** Year 1 - term 2, Year 3 - term 2 **Watercolour:** Year 2 - term 2, Year 3 - term 2 **Mark Making:** Year 2 - term 1, Year 8 - 11 **Mood board & Research - All specialist subjects** **Drawing from observation:** Year 1 - term 2, Year 2 - term 1, Year 3 - term 2, Year 5 - term 1	**Mixed media:** Year 2 - term 2 Year 9 **(ALT) watercolours/ Adobe photoshop/ pattern making)** **Ransom Lettering:** Year 9 **photoshop pattern making:** Year 9 & 10 **Abstract Art:** Year 1 - term 1, Year 2 - term 1, Year 3 - term 3	**Nets:** Year 1 - Term 3 **Pattern development:** Year 2 - term 1, Year 3 - term 3, Year 4 - term 3, Year 5 - term 3, Year 5 - term 3 **Photoshop:** Year 5 - term 3, Year 7 term 3, Year 8 - term 1 **Prototyping:** Year 4 - term 3 , Year 9 **Iterative Design:** year 7 - term 3, year 9 core tech term 1, 2 ad 3, year 8 term 3

Phase 4

Year 8	Term 1	Term 2	Term 3
Unit(s)	**A Night at the Museum- Levis Hastings** Starting with a problem and a brief, students are going examine a specification and work individually to create a night light for a series of school children staying overnight in The Natural History Museum, "Dino Snores". Students will explore the works of Levis Hastings. They will understand how the artists' works using watercolour and other painting techniques. The second artist they will be introduced to is Matt Sesow where they use oil pastel alongside mixed media to create abstract responses.	**A Night at the Museum-Matt Sesow** They will combine the methods of Matt Sesow alongside the subject matter of Levis Hastings through a variety of experimental drawings. These will be used to create repeat patterns and designs. These will be prototyped digitally to simulate lighting forms. Portraiture will be the next stage with the vision of realism. They will create realistic facial features using a cameo affect. These will form part, (alongside the dinosaur drawings) of the Artefacts collection inspired by a piece drawn by "James Barker".	**A Night at the Museum** Pupils will investigate flexible, translucent materials enhancing the overall effect of the outcome. Experimental modelling of structure and form will take place using Sketch lighting as a primary starting point. Iterative design will be used to create a collection that could be sold in The Natural Museum shop including lunchbox, pyjamas and pillowcases. Pupils will develop their understanding of how electronic circuits work through the experience of simulated circuitry. The final process is the construction of individual night lights. Pupils will create intimate lighting with their preferred design, using the material of their choice. Pupils will evaluate the success of their designs against the brief and specification requirements.
	· Technique Time is used fortnightly to underpin and trial all the main elements used within the project before refining them. · Students will experience use of tools and machinery to create an additional accessory to support their manufactured seat. · Fortnightly students will learn about a movement in Art and Design History that will relate to home learning tasks		
Key Concepts	Observation Contextual Studies Watercolour Scale Abstract	Portraiture Realism Abstract	Materials Models and structure Iterative Design Electronics
Knowledge Introduced	Art Historian Levis Hastings	Art Historian Matt Sesow Cameo effect Portraiture Realism	Art Historian "Sketch" Lighting Materials(translucent) Iterative Design
Knowledge Revisited	**Drawing from observation:** Year 1 - term 2, Year 2 - term 1, Year 3 - term 2, Year 5 - term 1 **Painting:** Year 1 - term 1, Year 2 - term 1, Year 3 - term 2, Year 7 - term 2, Year 8 - term 2	**Pattern development:** Year 2 - term 1, Year 3 - term 3, Year 4 - term 3, Year 5 - term 3, Year 5 - term 3 **Photoshop:** Year 5 - term 3, Year 7 term 3, Year 8 - term 1 **Portraiture:** Year 1 - term 2, Year 5 - term 2, Year 8 - term 2	**Electronics:** Year 6 - term 3, Year 9 - term 3 **Structures:** Year 4 - term 2, Year 5 - term 1, Year 2 - term 2, Year 9 - term 1, 2, 3 **Iterative Design:** Year 7 - term 3, Year 9 **Core tech** term 1, 2 ad 3, year 8 term 3

Phase 4

Year 9 Technology	Term 1	Term 2	Term 3
Unit(s)	**Nike** **"You can do it"- Play Lab** Starting with a problem and a brief, students are going examine a specification and work individually to create merchandise and sport activities to excite everyone's inner child irrespective of ability. We will explore the history of Nike and its evolution in design throughout the decades. Students will explore a chosen theme agreed by the class to inspire their research; whether it be cartoon, brands, animals, celebrities or a practitioner's work.	**Nike** **"You can do it"- Play Lab** Colour sampling and creative palettes will be explored before producing trainer design ideas whilst considering ACCESS FM (Aesthetics, Customer, Cost, Environment, Size, Sustainable, Function and Material) Accompanying products will be investigated and sampled to support the collection; tube sock samples through weaving, dying of fabrics or logo designs for hoodies, the choice stems from the pupil's vision.	**Nike** **"You can do it"- Play Lab** Prototyping using Photoshop and illustrator will allow the students to formalise their collection and present it in a professional graphic format. Pupils will evaluate the success of their designs against the brief and specification requirements. They will undergo testing to gain other opinions on design and product placement.
	A collaborative workshop will run alongside this where pupils will share their key designs and ideas to come up with a new sport to engage all. The brief will still be at the forefront of their mind. Whether it be Slug Derby, washing line wipe-out, turbo sock dodge, or dress up relay, students will pitch their idea to the class with supporting designs and models.		
Key Concepts	**Mood-board** **Research** **Collaborative working**	**Design** **Sampling** **Access FM** **Product investigation** **Photoshop**	**Photoshop** **Prototyping** **Evaluation & Testing** **Collaborative Working**
Knowledge Introduced	**History of Nike** **Personalised theme** **Research of sports**	**Access FM** **Weaving** **Logo design** **Colour sampling**	**Product placement** **Product testing**
Knowledge Revisited	**Mood-boards and investigative research:** year 7 term 1, year 8 term 1, year 9, 10	**Dying of fabrics:** Year 3-term 2	**Prototyping:** year 8 term 3, year 9 term 2 tech **Photoshop:** Year 5-term 3, year7 term 3, year 8 term 1

Phase 4

Year 9 Foundation (Art)	Term 1	Term 2	Term 3
Unit(s)	**Surreal Animals- Erica Il Cane, Sarah Eisenlohr** Students delve into the world of surrealism by looking at macabre graffiti artist Erica Il Cane. They will undergo research and drawings from observation before being inspired by Sarah Eisenlohr to create their own hybrid creature. Using their creature as a stimulus experiment in drawing, font and collage allow the students to gain breadth of understanding materials and techniques.	**Surreal Animals-Kate Shaw** Kate Shaw's marbling worlds are next explored and replicated using a variety of colour combinations and found papers. All these elements will then be scanned into Photoshop to create Tea Towel designs. Exploration of composition allows for students to try a variety of outcomes before they settle on a final design	**Grayson Perry** A personal journey starting with Grayson Perry as a stimulus. Pupils will investigate Perry's controversial life and use pivotal points to create work in response. Tapestries, Ceramic Vases, Alan Measles and "A House for Julie" will all play a key role in students' development; using a breadth of materials and techniques to discover their own strength and passions. Students are encouraged to choose a portrait artist that inspires them. They are to investigate how the artist works through observations and experimentations.
Key Concepts	Surrealism Juxtaposition	Abstraction Design for Purpose	Portraiture Social Class Autobiographical LGBTQ
Knowledge Introduced	Erica Il Cane Sarah Eisenlohr	Kate Shaw	Grayson Perry
Knowledge Revisited	**Surrealism:** Year 6 - term 1 **Collage:** Year 2 - term 1, Year 3 - term 1, Year 6-1 **Observational drawing:** Year 1 - term 2, Year 2 - term 1, Year 3 - term 1, Year 4 - term 1, Year 6 - term 2, Year 7 - term 1, 2, Year 8 - term 1 **Experimental drawing:** Year 7 - term 2 **Mood-boards and investigative research:** Year 7 - term 1, Year 8 - term 1, Year 9, 10 **Crayon:** Year 1 - term 2, Year 2 - term 3, Year 3 - term 3, Year 6 - term 1, term 2, Year 7 - term 1, year 8 - term 2, Year 9 -term 1	**Photoshop:** Year 5 - term 2, Year 8 Year 7 - term 3, term 2 **Marbling:** Year 7 - term 2, **Typography:** Year 3 - term 1, Year 6 - term 1, Year 2 - term 3 **Mood-boards and investigative research:** Year 7 - term 1, Year 8 - term 1, Year 9, 10	**Observational drawing:** Year 1 -term 2, Year 2 - term 1, Year 3 - term 1, Year 4 - term 1, Year 6 - term 2, Year 7 - term 1, 2, Year 8 term 1 **Collage:** Year 2 term 1, Year 3 term 1, Year 6-1 **Crayon:** Year 1 term 2, Year 2 term 3, Year 3 term 3, Year 6 term 1, term 2, Year 7 term 1, Year 8 term 2, Year 9 term 1 **Typography:** Year 3 term 1, Year 6 term 1, Year 2 term 3 **Mood-boards and investigative research:** Year 7 term 1, Year 8 term 1, Year 9, 10

Phase 4

Year 9	Term 1	Term 2	Term 3
Unit(s)	**Urban Jungle-Nick Night, Antti Kalevi** Key devices will be our starting point in photography before exploring the botanical world of Nick Knight. They will investigate how to create emulations of the practitioners work before taking their own photographs in a botanical environment. Contact sheets and evaluative techniques will be used to critique their work before using it to inform best shots and Photoshop experimentation.	**Urban Jungle-Guy Catling** Antti Kalevi will be used as an inspiration where drawings will be created from their floral photographs. Further experimentation and refining are used to create a series of personal responses. Guy Catling will be used to underpin students' final designs. They will choose a country before using a mixture of expansion tools, retrospective pattern work, and doodles to create a bespoke stamp collection.	**Destroy and Disguise-Jon Rankin** Ripping, weaving scratching, painting and cutting are all part of the Destroy and Disguise unit. Students will participate in a wide variety of practical and digital workshops that will allow them to take onus of their photographs fate. They will document successes and failures before refining their craft by merging it with a secondary photographer of their choice.
Key Concepts	**Key Devices in Photography** **Botanicals** **CAD processes**	**Architecture** **CAD processes**	**Hand-manipulation techniques** **CAD processes** **Portraiture** **Destroy and Disguise**
Knowledge Introduced	**Nick Knight** **Antti Kalevi** **Key Devices**	**Guy Catling** **Paste Special** **Pen tool** **Polygonal Lasso**	**John Rankin** **Pie Charts** **Personal practitioner**
Knowledge Revisited	**Photoshop:** Year 5 term 2, Year 8 Year 7 term 3, term 2 **Mood-boards and investigative research:** Year 7 term 1, Year 8 term 1, Year 9, 10 **Observational drawing:** Year 1 term 2, Year 2 term 1, Year 3 term 1, Year 4 term 1, Year 6 term 2, Year 7 term 1, 2, Year 8 term 1	**Key Devices:** Year 9 term 1 **Mood-boards and investigative research:** Year 7 term 1, Year 8 term 1, Year 9, 10 **Observational drawing:** Year 1 term 2, Year 2 term 1, Year 3 term 1, Year 4 term 1, Year 6 term 2, Year 7 term 1, 2, Year 8 term 1 **Photoshop:** Year 5 term 2, Year 8 Year 7, term 3, term 2	**Matt Sesow:** Year 8 term 2 **Mood-boards and investigative research:** Year 7 term 1, Year 8 term 1, Year 9, 10 **Weaving:** Year 9 term 2 **Portraiture:** Year 1 term 2, Year 5, term 2, Year 8 term 2

Phase 4

Year 9 Foundation (Graphics)	Term 1	Term 2	Term 3
Unit(s)	**My Truth** Students begin by researching themselves creating a mood board truths page about everything they love or hate. This allows students to really explore their personalities and demonstrate their artistic voice from the beginning of the project. Self-portraits are produced in the style of a range of artists including: Pablo Picasso, Shephard Fairey, Carla Rozman and Kris Trappeniers. This allows students to explore a range of techniques and media through experimentation. They will gain an understanding of photoshop but also explore photography and drawing approaches using posca pens, sharpies, fine liners.	**Food Trucks** Students will begin by researching current food trucks and their chosen theme for inspiration. They will choose either pop art, graffiti or art deco as a starting point and a food cuisine. Students will explore a range of drawing techniques: using fine liner, pen and water, posca pens, pencil crayon and felt tips to develop a range of drawings which will be developed into designs for their food trucks.	**Fabric Lenny** Fabric Lenny begins the project with a workshop for all Graphics students. Lenny works with the pupils to develop ideas through drawing techniques. Students draw themselves as wildlife and birds using felt tip pens, fine liner, wax resist and water as well as exploring working in collaboration. Cardboard is used to create a relief of a bird which is then developed in acrylic paint and posca pen.
Key Concepts	Food Pop ART CAD PROCESSES	Portraiture Graffiti Abstract CAD processes	Collaboration Illustration Form
Knowledge Introduced	Graffiti	Shepherd Fairey	Fabric Lenny
Knowledge Revisited	**Photoshop:** Year 5 term 2, Year 8 Year 7, term 3, term 2 **Mood-boards and investigative research:** Year 7 term 1, Year 8 term 1, Year 9, 10 **Experimental drawing:** Year 7 term 2 **Design for purpose:** Year 5 term 2, Year 9 core term 1, 2, 3	**Picasso:** Year 2 term 2 **Portraiture:** Year 1 term 2, Year 5 term 2, Year 8 term 2 **Photoshop:** Year 5 term 2, Year 8 Year 7 term 3, term 2 **Mood-boards and investigative research:** Year 7 term 1, Year 8 term 1, Year 9, 10 **Design for purpose:** Year 9 core term 1, 2, 3	**Wax Resist:** Year 3 term 2 Photoshop: Year 5 term 2, Year 8 Year 7 term 3, term 2 **Decoupage/Cardboard Relief:** Year 8 term 3, Year 5 term 2. **Mood-boards and investigative research:** Year 7 term 1, Year 8 term 1, Year 9, 10

Phase 4

Year 9 Foundation (3D)	Term 1	Term 2	Term 3
Unit(s)	**Porsche-Memphis** Porsche Leeds will be our starting point before researching into Art cars and promotion linked with vehicle sales. They will be exposed to the world of Memphis Design before applying design by hand to a template. Pupils will develop knowledge on Photoshop to create digital patterns before entering the best designs into a Porsche Competition.	**Colchester- Gothic Revival** The MD from Colchester have chosen the Gothic Revival and American Industrial revolution to use as a source of inspiration for the project. Pupils will design a plaque using Autodesk that will be manufactured from Aluminium at their factory. Pupils will visit Colchester, view the process, visit the design studio and experience the business.	**"Time of Your Life"** Students begin by creating a "truths" mood board about everything they love or hate before researching into a design movement of their choice. Experimental digital 3D Designs will be created whilst learning how to use Autodesk Inventor. Students will design, proto-type and source materials for their outcome. Pupils will develop their own personal clock designs (in the style of their favourite design movement) Design and production will be pupil led, whether it be hand-drawn, digital or manufactured.
Key Concepts	Gothic or American Industrial Revolution	Memphis Design	Clocks Manufacturing Autobiographical
Knowledge Introduced	Gothic Revival American Industrial Revolution Aluminium manufacturing	Memphis Design Porsche History-linked vehicle sales	Clock manufacturing and mechanisms
Knowledge Revisited	**Photoshop:** Year 5 term 2, Year 8 Year 7, term 3, term 2 **Mood-boards and investigative research:** Year 7 term 1, Year 8 term 1, Year 9, 10 **Design for purpose:** Year 4 term 2, 9 core term 1, 2, 3	**Photoshop:** Year 5, term 2, Year 8 Year 7, term 3, term 2 **Mood-boards and investigative research:** Year 7 term 1, Year 8 term 1, Year 9, 10 **Design for purpose:** Year 4, term 2, Year 9 core term 1, 2, 3	**Photoshop:** Year 5 term 2, Year 8 Year 7 term 3, term 2 **Mood-boards and investigative research:** Year 7 term 1, Year 8 term 1, Year 9, 10 **Electronics:** Year 6 term 3, Year 8 term 3 **Structures:** Year 4 term 2, Year 5 term 1, Year 2 term 2 **Iterative Design:** Year 7 term 3, Year 9 core tech term 1, 2 ad 3, Year 8 term 3