

Art and Design

2023-2024

	Key Stage	Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Grange Drive	EYFS/KS1	Nightingales	<u>Drawing</u>		<u>Painting</u>		<u>Printing</u>	
		Kingfishers	<p>Aims:</p> <ul style="list-style-type: none"> • Explore simple mark making with a variety of materials (pencil, wax crayon, felt tip, biro etc) using a variety of textured, sized, coloured and shaped papers. • Draw from observation, imagination & experience. • Use colouring pencils etc to develop colouring skills. • Look at how a variety of artists have drawn – Van Gogh, Da Vinci, Moore, Picasso etc. • Draw controlled lines and use the skill to make different shapes • Begin to show some control and refinement in drawing and painting. <p>Suggested project focuses:</p> <p>1. Mark Making Explore mark making with different pencils, pastels, sticks etc. Find out how many different marks can be made. Ask them to attempt different patterns and textures. Use pastels to create a ‘Garden Picture’ with marks responding to movement words e.g. wriggling worms, swaying grasses, zigzag bees etc.</p> <p>2. Finger Drawing Look carefully at a range of natural objects (leaves & sticks). Talk the children around the shapes and ask them to trace around each object’s outline with their index fingers in the air. Then, transfer the shape by drawing it again with the finger onto a piece of paper. Finally, ask them to use a piece of chalk as an extension of the finger to draw the shape on the paper. Carefully colour in shapes using pencil crayons to show the different tones.</p> <p>3. Imagination through a shared story “HAIRY McCLARY AND FRIENDS” Read the story of Hairy McClary and discuss the differences in appearance of his friends. Focus the student’s attention on texture and how the different dogs would feel if they were stroked. Offer the pupils a choice of different media, techniques and tools they have used in previous sessions to produce their own images of dogs. Create an art display showing how the students have explored mark making / texture this term. You can make links to the work of an artist (for example, Van Gogh)</p>	<p>Aims:</p> <ul style="list-style-type: none"> • Use and care for equipment correctly. • Use media, mixing, changing colours etc. • Use a brush effectively in different ways • Develop mark making with a variety of things – fingers/sponges/twigs etc • Use paint of different consistency • Explore lightening and darkening colours • Work in a variety of ways – table/easel/floor etc • Work in different timescales – prescribed/open-ended • Work from observation, imagination & experience • Look at the way different artists have painted – Van Gogh, Matisse etc • Begin to show some control and refinement in drawing and painting <p>Suggested project focuses:</p> <p>1. Experiment with tools: First using thick and thin brushes to make a series of lines. Show the students how to use the paint brushes, rinse in water etc.</p> <p>Vary the tools the students can paint with, for example, finger painting, sponges or creating own tools from objects / nature.</p> <p>2. Experiment with colour: Using sandwich bags, prepare 2 primary colours in each bag and allow the students to mix these colours and visually see the secondary colour created. Open all bags and explore painting with primary / secondary colours.</p> <p>3. Artist link: look at the work of an appropriate artist, for example, Matisse, and using a range of tools and colour mixing, allow the students to experiment to create their own Matisse artwork.</p>	<p>Aims:</p> <ul style="list-style-type: none"> • Create rubbings, using wax crayons developing a repertoire of surfaces. • Create finger, hand, foot prints developed into single, repeat and pictures. • Create simple vegetable prints. • Create printed pictures using objects such as leaves, lids, corks, sponges and screwed up paper. • Impress objects into clay and print with it. • Create simple string, cut/torn paper/card prints. • Look at work of printmakers and discuss. <p>Suggested project focuses:</p> <p>1. Printing with natural objects: Collect a variety of direct printing objects (leaves, sticks, stones etc.). Explore direct printing, using a printing pad and yellow/red/ brown paint – ‘Summer’ . Select different objects and colours and print over and beside prints. Develop this technique by printing a sunset to complete the Summer scene.</p> <p>2. Clay slab relief block: Explain to the children about the nature of relief printing blocks</p> <ol style="list-style-type: none"> 1. Take a ball of clay (small apple size) and ask children to press down onto the clay to give a flat surface . 2. Select objects to press into the slab to make relief impressions. 3. Ink-up block using a sponge to dab ready mix paint onto the surface of the clay. 4. Print the clay blocks onto prepared surfaces <p>3. Collagraph block Talk to the students about the nature collagraph printing . Show them examples of collagraph blocks and prints. Children to make a collagraph block using string glued onto a piece of card.</p> <ol style="list-style-type: none"> 1. Take rubbings from the collagraph blocks. 2. Print the blocks by dabbing ready- mix paint over the surface <p>You can make links to repeat patterns as you re-use your blocks.</p>			
	KS2	Hummingbirds	<u>Drawing</u>		<u>Painting</u>		<u>3D</u>	
		Robins	<p>Aims:</p> <ul style="list-style-type: none"> - To explore different textures. - To use mark making to represent a range of textures - To experiment with a range of stimuli and materials to create 2D texture outcomes <p>To respond to audio noises / music and work in a creative manner (can make links to the work of Kandinski)</p> <p>Suggested project focuses:</p> <p>1. Mark making in response to visual images: Show students a range of images and ask them to match word eg. Feathery. Ask the students to make their own different marks using a range of brushes , including sponge brush, and a chosen colour of ready-</p>		<p>Aims:</p> <ul style="list-style-type: none"> - To be able to name all of the colours. - To apply colours with a range of tools. - To find collections of colour. - To experiment with mixing colours. - To show knowledge of primary / secondary colours <p>Suggested project focuses:</p> <p>1. Colour matching: Make links to colours by using objects from around the room. For example, a yellow duck, a blue ball. This can be done using card sorting games, or verbal prompts, or creating a ‘colour scavenger hunt’. Use visuals where necessary and then gradually remove these so the students are actively</p>		<p>Aims:</p> <ul style="list-style-type: none"> - To select and develop ideas into 3D work in response to Aboriginal Art. - To use different materials and tools to make 3D objects and for decorating surfaces - To roll clay to an even thickness. - To make coils and apply these as surface decoration. <p>Suggested project focuses:</p> <p>1. Aboriginal Art /Didgeridoos: Show the students examples of Aboriginal mark making and ask them to experiment in their sketch books with a range of tools and materials (cotton buds, pens, straws). Talk about the symbolism used to represent</p>	
		Penguins						



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		<p>mix paint, in response to given descriptive words : thick/thin, hard/soft, dark/light, wavy, flowing, jagged, shiny, furry, spiky , feathery, bumpy. Using a variety of natural objects eg. Sticks , feathers and black, ready mix paint make a group picture showing a variety of marks – relate to own theme?</p> <p>2. Making marks in response to music Ask the pupils to listen and move in response to different snippets of music. After each explain that they are going to make marks in response to each type of music eg. Ocean Waves Colonel Hatin’s March- jungle book The floral Dance – brass band Popcorn – Hot Butter Ask the children to choose a tool (pencil, charcoal, pastel, chalk) as an extension of their arm and record the movement they have made. Record the marks in sketch books divided into sections, one for each piece of music</p> <p>3.Represent texture using a variety of different marks Consider using an interesting range of materials to create texture plates on scrap pieces of cardboard. This can be: sand, glue, pasta, small stones, shells, sandpaper etc. Use these 2D texture plates to work from as visual inspiration for students creating their own abstract piece. Explore colour, various 2D drawing materials and make links to chosen artist or theme / topic as appropriate for your class.</p>	<p>recognising and naming colours.</p> <p>2. Create a Colour Wheel Students to use 3 primary colours to create a colour wheel They can be given a blank colour wheel template and apply the colours where the labels are. Through colour mixing activities or as a group they can practice mixing primary colours to make secondary colours and record their outcomes.</p> <p>3. Colour mural (group task) Make links to your current project / theme you are working on, or even the story you are reading as a class. Consider creating a large group piece of artwork outside or inside the classroom, which explores colour and a range of tools / materials. This can be done using chalk outside, or paints on large paper inside. Ensure students all have input on the group piece, through planning, material selection and application.</p>	<p>Aboriginal life: 1. Symbol for home shown by a single dot with dotted circles radiating from the centre. 2. Symbol for a journey is a line of dots. Provide the children with a cardboard tube to decorate using Aboriginal symbols and techniques. Pupils to select their own ‘earth colour’ to use as a base and paint their tubes. Once dry, add the surface decoration on to their didgeridoos using Acrylic paint.</p> <p>2. Clay Tiles Give the pupils each a small ball of air dry clay and ask them to roll it into a slab (approx. 1cm thick. Make links to baking at home if appropriate for skills links. Cut slabs into tiles using square template and clay tools. Roll the excess clay pieces into coils (worms) and apply these to the tile using score and slip technique. Students can create abstract shapes using their coils on the slab and paint these when dry.</p> <p>3. Recycled materials sculpture: Ask students to bring in bottles / boxes etc from home. Make links to your current theme / topic or continue with the ‘aboriginal art’ theme to create 3D sculptures. These can be: masks, animals, boomerangs etc. If linking back to aboriginal art then ensure student are applying dot work pattern when decorating.</p>
Engagement	Merlins	Ensuring the art curriculum is ‘pupil focussed’ for the students across these two classes means that the class teams who know them best might want to deliver art in according to their own theme / project focus for that term / half term.		
	Owls	<p>Students would enjoy making links to the stories you read, or the songs you sing, and explore these in a creative manner. Immersive experiences linked to the projects work well in engaging their creative minds and allowing the students to enjoy bubbles, shadows and other sensory / tactile equipment / facilities you may have access to.</p> <p>Students experimenting with a range of 2D and 3D materials will allow them to become familiar with various textures when creating their artwork.</p> <p>2D suggestions can be chalk, paint, pencils, paper for collage etc. 3D suggestions can be clay, dough, cardboard, textiles etc.</p> <p>Project theme ideas: Seasons, Nature, Colour, ‘All About Me’. Or make links to art movements such as Pop Art / cubism / surrealism etc.</p>		
KS2/3	Eagles	<p>Drawing Aims:</p> <ul style="list-style-type: none"> - To explore figure proportion using template figures - To understand body movement using adjustable figures / mannequins - To experiment with a range of 2D media - To develop observational skills when working with ‘close-up’ drawings or focussing on light / dark <p>Suggested project focuses:</p> <p>1. Bodies in motion Students to build posable card mannequin using a template provided. Each to decide on an opening pose – based on themselves as ‘movement models’. Draw around this in pencil then go over in felt tip pen. Move the mannequins arm, leg and head slightly then go over again. Repeat until there are numerous outlines on the paper showing the movement of the figure. Shade to add motion lines to the picture. Photography can be used to create stop motion videos of the students drawings. Links to futurism work well.</p> <p>2. Close-up observational drawing Divide sketch book page into 4 and draw a different cross section slice of fruit or vegetable in detail in each quarter - using a magnifying glass and a wide range of media. Encourage the students to focus on line, shape, colour, texture, tone, pattern and form in each of their drawings. Discuss and review images as they progress. Students to scale up a chosen detailed drawing onto A3 paper for a final piece and work in mixed-media.</p> <p>3. ‘Reverse drawing’ Explore the concept of working with light, rather than dark, by using white chalk / white pencil / white paint on black paper. This works well if you can set up a ‘still life’ and shine torches onto it in a dark room to show the class where the light hits the objects. You can theme the objects to your own topic</p>	<p>Painting Aims:</p> <ul style="list-style-type: none"> - To develop observational skills when working with first hand objects and secondary sources - To experiment with the use of colour in relation to the work of an artist - To explore pattern and a range of paint techniques <p>Suggested project focuses:</p> <p>1. Natural Forms / Georgia O’Keefe Use first hand objects such as items from nature / shells / skulls etc for the students to work from when creating a natural form inspired painting. You could look at the abstract floral work of Georgia O’Keefe for inspiration on colour / brush strokes / application. Students can plan out their colour scheme, work on their own colour mixing and develop their painting skills using a range of brush sizes. Photographing the natural form objects and working from a 2D image might work best for drawing out the forms.</p> <p>2. Line and contour Introduce the learners to the work of Patrick Caulfield and draw attention to his use of strong black lines around the objects in his images and flat areas of colour. In their sketch books ask them to draw lightly, in pencil, an outline of a chosen image or object from different viewpoints. Focus on the interesting shapes and lines created. Go over the lines in black paint to highlight the linear aspect of the work. Add block paint to provide flat areas of colour into the objects. Make links to colour / colour mixing and Caulfield’s approach to colour in his work.</p> <p>3. Extending patterns As a class, explore a selection of pieces of multi coloured and patterned fabrics. Explain that the objective will be to mix, match and extend the colours and patterns. Ask them to select a piece of fabric to work from for this purpose.</p>	<p>3D Aims:</p> <ul style="list-style-type: none"> - To explore the human form in 3D - To experiment with 3D materials - To develop 2D drawings of natural forms into 3D sculptures - To consider how a piece of artwork could be viewed from numerous angles <p>Suggested project focuses:</p> <p>1. Modroc Figures Present to the class pictures of the work of Alberto Giacometti. Discuss the way he presents the figure as a ‘skeleton in space’. In their sketch books make drawings of figures in the distance – work in pairs with one child modelling. Ask them to concentrate on the overall form, not the detail, and encourage them to use the side of the pencil to shade the whole figure. Explain to the children that they are going to make a 3D figure based on their drawings. Talk about ways in which the figure may show movement and have different points of contact with the ground. Model the process: 1. Bend wire to create overall shape. Support this with playdough at the base. 2.Add shoulders, arms, hips and head using more wire / newspaper. 3. Cover the figure in strips of Modroc to complete the human form.</p> <p>2. Fabric forming Create fabric forms in response to a stimuli, for example, linking back to your previous natural form work. Model the fabric forming process to the students:</p> <ol style="list-style-type: none"> 1. Cover a cardboard tube with cling film or a plastic bag. 2. Dip strips of fabric in watered down PVA and squeezing out excess. Then wrap and twist the fabric around the tube. 3. Add dipped threads to embellish. 4. Decorate fabric with Brusho colour.
KS3	Goldfinches			



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			<p>/ class interests and explore drawing with light onto a dark surface.</p> <p>4. Linear Drawings Provide the pupils with a viewfinder to select an interesting part of a feather, onion, wood grain or another natural object with strong linear patterning. (You can make viewfinders by cutting a square hole out of a small piece of black square card) Draw this, enlarged, onto paper, focusing on lines and shapes, proportion and direction. Encourage them to sketch lightly (no need for rubbers). Refer to the linear work of Bridget Riley and make comparisons with their own images.</p> <p>Develop work: Encourage the learners to add shading to show light and shadow.</p>	Placing the fabric next to large blank paper, the students can extend the fabric pattern onto their page, copying the shapes and developing this in their own way. Using chalks and pencils, begin to outline the areas to be worked in colour. Ask the students to continue to mix and match colour. Ask them to consider using a variety of applicators, e.g. fingers, sponges etc. to achieve desired effects. Ask them to consider mixing media for example, applying pastel to dried paint as well as employing tonking and graffito techniques.			<p>5. When dry remove tubes Review work as it progresses and adapt or modify as discussed.</p> <p>3. 3D Paper formation</p> <p>Exploring natural form patterns or making links back to the patterns they developed in their fabric work, introduce the students to turning these into 3D forms.</p> <p>Model to the class ways of manipulating strips of paper to form curves and coils. Allow the students to experiment with making a variety of curved and coiled paper forms. Show them how to dip the sides of the paper forms into PVA and stick them on their edges so that they stand out in relief from the background surface. Place attention on forming a curved line or lines and developing these to produce linear patterns.</p> <p>Students can do a line drawing initially on their cardboard base which they then follow and turn 3D with their paper forms. These 3D plates can be painted when the glue is dry, and photographed to explore how the shadows are created from their paper forms.</p>	
	Post 16	The Lodge	<p>Project 1:</p> <p>Van Gogh, Starry Night You will be learning to read a painting in group discussions, identifying key words. The theme is landscapes (fore, middle & background) and learning to draw the natural forms and made shapes you will observe. You will be using a range of Media.</p>	<p>Project 2: Fauvism, Landscapes, Andre Derain. You will be learning to read a painting in group discussions, identifying key words. The theme is landscapes (fore, middle & background) and learning to draw the natural forms and made shapes you will observe. You will be using a range of Media.</p>	<p>Project 3: Kandinsky, Abstract Expressionism. You will be learning to read a painting in group discussions, identifying key words. The themes are dynamic colour, creative lines and floating shapes. You will develop an understanding of the colour relationships including, complementary, harmonious, temperatures and how they affect each other.</p>		<p>Project 4: Pablo Picasso, The Weeping Woman, Analytical Cubism. You will be learning to read a painting in group discussions, identifying key words. The theme is facial expressions and the study of line drawing. You will exploring analytical drawing styles and the continuous lines drawing techniques.</p>	
Birch Wood Vale	Transition	DH - Transition	<p>Art Creatures</p> <p>7DH have the exciting opportunity to study 2D and 3D art around the theme of 'creatures', during which they will study insects and evolve to creating their own 3D monsters for their final piece. They will take inspiration from the contemporary artist, Jon Burgerman and create their own Burgerman style artwork and a collaborative piece. They will be introduced to a range of materials and techniques, including drawing, painting and printmaking.</p>	DT / Cooking rotation	DT / Cooking rotation	DT / Cooking rotation	DT / Cooking rotation	<p>Art Around the world</p> <p>7DH are studying the Topic 'Around the World'. This art project begins in Africa, looking at African patterns and exploring mark making, where the students then have the opportunity to apply these patterns and techniques to their own African mask. Pupils will also explore art from other cultures / continents, including Asia and Australia. This project is designed to introduce the learners to colour and pattern and allow them to become familiar with a range of art materials. The students will be able to distinguish between different art styles from different cultures and apply these techniques to their own work.</p>
	Nurture	JM - Nurture	<p>Elements of art Mark making</p> <p>To begin their art journey, the Nurture class will study the elements of art, focussing on Mark Making as a form of</p>	<p>Elements of art Colour</p> <p>As the nurture group move on from mark making, they continue to explore the elements of art, now focussing</p>	<p>Creatures</p> <p>The Nurture class have the exciting opportunity to study 2D and 3D art around the theme of 'creatures', during which they will study insects</p>	<p>Alice in Wonderland</p> <p>The Alice in Wonderland project is an engaging art project where the students explore artwork linked to the story 'Alice in Wonderland' by</p>	<p>Around the world</p> <p>The Nurture class are studying the Topic 'Around the World'. This art project begins in Africa, looking at African patterns and exploring mark</p>	<p>Zombie project</p> <p>The zombie project allows the students to explore a range of creative skills linked to the theme 'Zombies'.</p>



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			creative exploration for this term. This will involve making marks using a range of tools and materials, experimenting with various grounds and accessible objects. This is a great project to take outdoors and get rubbings from various textures, along side collecting natural form items to use as their art tools in the classroom. To develop their knowledge of using mark making they can apply their techniques when re-creating an artwork of one of the masters, this works well for Van Gough, and the students can select their own artwork they would like to apply their mark making into.	on colour as their main theme. They will be introduced to the colour wheel, and study colour mixing with the primary colours to create secondary colours. They can apply their colour mixing to creating their own artworks, looking at various colour harmonies. They will explore creating tints, tones and shades when working monochromatically with a colour of their choice, learning more about the spectrum of colour, and how to extend one colour to create a piece of artwork.	and evolve to creating their own 3D monsters for their final piece. They will take inspiration from the contemporary artist, Jon Burgerman and create their own Burgerman style artwork and a collaborative piece. They will be introduced to a range of materials and techniques, including drawing, painting and printmaking.	Lewis Carroll. This is a mixed media project, where they can design potion bottles to make Alice 'bigger or smaller'. They use chiaroscuro technique in painting to recreate the Cheshire Cat and even create their own Mad Hatters hats and items for a tea party. There are opportunities to engage with the story as a class and use the story as prompts to begin pieces of artwork, such as making links to surrealism when they create a view through a keyhole piece of artwork into wonderland.	making, where the students then have the opportunity to apply these patterns and techniques to their own African mask. Pupils will also explore art from other cultures / continents, including Asia and Australia. This project is designed to introduce the learners to colour and pattern and allow them to become familiar with a range of art materials. The students will be able to distinguish between different art styles from different cultures and apply these techniques to their own work.	They create zombie hand drawings which can be developed into 3D using mod-roc plaster. They do zombie character drawings using a range of materials, and finish with air-dry clay to create 'zombie monsters'. Opportunities to explore sensory tasks linked to the theme and record these for the sketchbook will be offered, such as zombie eyeballs in slime
KS3	Year 7	<i>DT / Cooking rotation</i>		<i>DT / Cooking rotation</i>	Microscopic world The theme for art this half term is 'Microscopic world'. Pupils will the focus on texture and pattern linked to microscopic world. They will work more abstract than in previous projects, whilst also exploring and experimenting with a range of materials. Cross-curricular opportunities linking their work to science and using microscopes / petri dishes will engage the students to develop creative responses to images of bacteria.	<i>DT / Cooking rotation</i>	Portraits The theme is 'Portraits'. Students will learn how to accurately measure and draw a face – offering cross-curricular links to mathematics. The will refine their skills in drawing – focussing on features of the face and the proportions of a figure. This project allows the class to start to research into different art movements – looking at cubist portraits and pop art.	<i>DT / Cooking rotation</i>
	Year 8	Under the sea Year 8 begin with a project based around the theme 'Under the Sea', during which they will explore a range of materials and build on previous skills acquired in art. 'Under the Sea' has been developed to give the students opportunities to refine ideas and look at relevant artists in depth. They will have firsthand source inspiration to study and inspire their project, such as shells, sand and beach rocks. They will work from secondary source images to produce a range of drawings in pencil and pen. The Treehouse will explore various art techniques such as printmaking, collage	<i>DT / Cooking rotation</i>	<i>DT / Cooking rotation</i>	<i>DT / Cooking rotation</i>	<i>DT / Cooking rotation</i>	Landscapes The theme for art this half term is 'Landscapes'. Students will develop skills in order to draw landscapes in perspective. They will study artists who also explore landscapes and work with a variety of materials in 2D during the duration of the project. Planning on the weather being nice during this summer term, student's will have opportunities to draw the landscape around school grounds to experience working en plein air. This project incorporates a range of media, including photography, painting, drawing and experimenting with mixed media. We branch off	



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			and painting – leading up to creating a coral texture tile out of clay.					throughout the unit to look at cityscapes as well as seascapes – still following the fundamental drawing rules.
		Year 9	<i>DT / Cooking rotation</i>	<i>DT / Cooking rotation</i>	<p>Skulls</p> <p>Year 9's first art project is themed around skulls. They have a final piece for this project, where they design a skateboard linked to the skull theme. The journey to their final skateboard designs consists of first hand drawing / painting of real animal skulls in the classroom. Skull photography for their sketchbooks to use for future drawing references and potential ideas for their skateboards. They study Mexican Day of the Dead and explore the sugar skulls from this festival. Students also make links to the work of Georgia O'Keeffe, and create an artist copy of one of her skull pieces.</p>	<i>DT / Cooking rotation</i>	<p>Still life</p> <p>The theme is 'Still Life'. This is a more traditional art project, where the students will be introduced to a range of drawing materials and techniques – refining their observational drawing skills. Artists work will be explored, looking at a range of art styles, from the work of Patrick Caulfield to Picasso. The different art types will encourage the learners to see the objects they draw from a range of viewpoints, and make links back to their abstract studies from the previous unit.</p>	<i>DT / Cooking rotation</i>
	KS4	Year 10 Year 11	See KS4 Art Curriculum map					
BW College	Post 16	BVC A BVC N + R	See KS5 Art Curriculum map					
	KS2	The Treehouse	Class following Treehouse curriculum, led by the class team					
Autism Provision	KS3	The Yard	<i>DT / Cooking rotation</i>	<p>Skulls</p> <p>The Yards first art project is themed around skulls. They have a final piece for this project, where they design a skateboard linked to the skull theme. The journey to their final skateboard designs consists of first hand drawing / painting of real animal skulls in the classroom. Skull photography for their sketchbooks to use for future drawing references and potential ideas for their skateboards. They study Mexican Day of the Dead and explore the sugar skulls from this festival. Students also make links to the work of Georgia O'Keeffe, and create an artist copy of one of her skull pieces.</p>	<i>DT / Cooking rotation</i>	<p>Landscapes</p> <p>The theme for art this half term is 'Landscapes'. Students will develop skills in order to draw landscapes in perspective. They will study artists who also explore landscapes and work with a variety of materials in 2D during the duration of the project. Depending on the weather, student's will have opportunities to draw the landscape around school grounds to experience working en plein air.</p> <p>This project incorporates a range of media, including photography, painting, drawing and experimenting with mixed media. We branch off throughout the unit to look at cityscapes as well as</p>	<i>DT / Cooking rotation</i>	<i>DT / Cooking rotation</i>



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						seascapes – still following the fundamental drawing rules.		
		The Den	<i>DT / Cooking rotation</i>	<p>Favelas</p> <p>The Den will explore a project that focuses on how to carefully construct using cardboard and a range of materials. Their work will be informed by factual information based on favela's in Brazil, research and then developed using their own imaginative twists. Students will develop skills covered by the four GCSE AO's to research, experiment with and record insights into this topic. Students will explore a range of painting styles, drawn designs and then apply this knowledge in their final favela sculpture. Opportunities for cross-curricular links to engage all students and develop more creative ideas within their artwork.</p>	<i>DT / Cooking rotation</i>	<p>Skulls</p> <p>The Den will work on a art project which is themed around skulls. They have a final piece for this project, where they design a skateboard linked to the skull theme. The journey to their final skateboard designs consists of first hand drawing / painting of real animal skulls in the classroom. Skull photography for their sketchbooks to use for future drawing references and potential ideas for their skateboards. They study Mexican Day of the Dead and explore the sugar skulls from this festival. Students also make links to the work of Georgia O'Keeffe, and create an artist copy of one of her skull pieces.</p>	<i>DT / Cooking rotation</i>	<i>DT / Cooking rotation</i>
KS4	The Nook	See KS4 Art Curriculum map						

