

Unit	Lesson name	Lesson No.	Significant Artist	Learning objective	Expected Standard (EXS)	Greater depth (GDS)
Drawing Block A	Exploration of materials	1	Albrecht Durer (1471 – 1528)	Explore materials and tools for mark making	Can make a range of marks Can name the tools used	Can combine marks purposefully to suggest texture, movement, or form. Can explain why different tools are chosen for different effects.
	Explicit teaching of techniques	2		Know marks can be made using a variety of drawing tools	Can organise and arrange marks using a range of techniques Can share ideas and work with others	Can use a combination of techniques to create a balanced composition. Can respond to others' ideas constructively and adapt their work as a result.
	Application of knowledge and techniques	3		Be able to select appropriate tools to make a range of marks	Can identify the marks made and talk about them using technical vocabulary Can identify and name drawing materials	Can evaluate their own and others' use of marks, suggesting improvements using appropriate vocabulary. Can compare different materials, describing the effects they create.
Painting Block B	Exploration of materials	1	Piet Mondrian (1872 -1944)	Explore mark making with paint, using primary colours	Can name each part of the paintbrush Can use the dip, dip, dab method	Can explain how different brush parts influence painting techniques. Can adapt techniques independently to avoid mistakes and refine work.
	Explicit teaching of techniques	2		Know that paint can be used to create marks and know the names of the primary colours	Can make a range of marks by stroking the brush on the paper	Can control brushstrokes to suggest texture or detail.
	Application of knowledge and techniques	3		Be able to make thick and thin marks and identify shades of primary colours	Can paint blocks of a single colour without mixing into other colours	Can mix and apply colours deliberately to create subtle variations in tone while keeping areas neat and controlled.
Printmaking Block C	Exploration of materials	1	Karen Lederer (born 1986)	Explore resist and relief block printing, negative stencils and clay printing blocks	Can print clear marks from a range of objects by applying paint carefully and using appropriate pressure Can comment on the effects created by overprinting Can explain the printing process	Can predict and control the outcomes of their printing by adjusting pressure, paint amount, or tools. Can evaluate which overprinting methods are most effective and explain why. Can compare different printing processes and discuss their strengths and limitations.
	Explicit teaching of techniques	2		Know prints can be made from ordinary objects Know how to make and use a stencil and relief block	Can use the stippling technique and stencilling to create clear and defined shapes Can explain how to make and use a stencil Can produce a clear image from a relief printing block	Can combine stippling and stencilling with other techniques to create more detailed and textured images. Can design and cut their own stencil with accuracy and adapt it to achieve different artistic effects. Can refine their relief block to improve detail and produce multiple consistent, high-quality prints.
	Application of knowledge and techniques	3		Be able to apply paint using controlled brushstrokes and stippling Be able to combine printing techniques such as stencilling and relief printing	Can apply knowledge of a range of printing techniques Can explain a range of printing processes Can express preferences about their own and others' work	Can combine different printing techniques creatively within one piece to achieve a chosen effect. Can compare and evaluate printing processes, explaining which is most effective for different outcomes. Can give thoughtful, reasoned feedback using artistic vocabulary, suggesting ways to develop and improve work.
Textiles Block D	Exploration of materials	1	Anne Kelly	Explore weaving with natural and man-made materials	Can manipulate a range of materials with control and dexterity Can form accurate continuous patterns consisting of curved and straight lines Can apply paint using controlled brushstrokes Can use technical and artistic vocabulary such as thread, yarn, fabric and texture to describe their work and the effects they have achieved	Can use materials to create intricate or repeating patterns with accuracy. Can design their own repeating or symmetrical patterns. Can experiment with different application methods to create varied textures. Can make thoughtful comparisons between different fabrics, textures, and methods

	Explicit teaching of techniques	2		Work with wax and oil crayon resist on fabric Know mixed-media, including fabrics, yarn and beads, can be used to create artwork	Can show creativity in their choice of materials and methods of application Can produce a range of marks to create a pleasing design with appropriate level of detail Can articulate their views about the effects achieved and techniques used	Can experiment with unusual or contrasting materials and methods to produce imaginative and original outcomes. Can vary and layer marks deliberately to enhance texture, depth, and detail within their design. Can evaluate their own and others' work thoughtfully, suggesting how different techniques could be adapted for greater impact.
	Application of knowledge and techniques	3		Be able to combine a range of materials to produce textile art	Can apply and combine a range of techniques and materials effectively Can show an understanding of and competence with techniques Can make thoughtful comments about the work of others and use appropriate vocabulary	Can select, combine, and adapt techniques independently to achieve a specific artistic intention or style. Can demonstrate precision and control across different techniques, choosing the most effective for the task. Can analyse and compare artworks using subject-specific vocabulary, offering constructive suggestions for improvement.
3D Block E	Exploration of materials	1	Kenojuak Ashevak (1927 – 2013)	Use natural and man-made materials Create plaster casts from clay impressions	Can manipulate and form clay with control and dexterity Can follow specific techniques to create smooth forms Can use a wide vocabulary to describe the tactile and visual qualities of pebbles and clay	Can use tools to add detail and texture to clay forms. Can refine clay work by correcting mistakes and improving finish. Can compare and contrast natural and man-made materials using precise vocabulary.
	Explicit teaching of techniques	2		Know sculptures can be made out of many different materials Know artists take inspiration from the work of others	Can adjust objects accurately and carefully in order that they balance unaided Can articulate preferences about materials and give reasons Can build a structure that echoes the shape and form of an inuksuk	Can plan and test different methods to achieve stability in structures. Can justify material choices by linking them to the purpose or effect of the artwork. Can adapt a structure to create a personal variation while maintaining stability.
	Application of knowledge and techniques	3		Be able to select materials based on their properties Be able to take inspiration from the work of an artist	Can make reasoned choices when selecting materials to use Can select and assemble materials and objects to form a recognisable form Can use methods to join and adhere materials effectively Can use line and shape to create an image that reflects the style of a specific artist	Can experiment with alternatives and evaluate the success of their choices. Can select the most suitable joining method for purpose and durability. Can explain how their work has been influenced by the artist and suggest other ways to adapt it.
Collage Block F	Exploration of materials	1	Paul Klee (1879 – 1940)	Explore the visual and tactile qualities of objects Layer paper to build an image	Can select and arrange shapes and colours to create a visually appealing background Can trace and cut around shapes and images with accuracy Can identify which aspects they found difficult and suggest ways in which their work could be improved	Can balance and contrast shapes and colours to achieve a deliberate effect. Can refine and improve cut shapes to achieve a professional finish. Can implement improvements during the process and reflect on their success.
	Explicit teaching of techniques	2		Know collage can be used as a background Know paper can be torn or cut for effect	Can select materials for their bright colours and varied textures Can compare the techniques of cutting and tearing paper and describe the effects achieved Can explain what muted means in the context of art	Can combine contrasting and complementary textures for a chosen effect. Can choose between cutting and tearing to achieve a deliberate artistic effect. Can apply muted tones effectively to create atmosphere or mood.
	Application of knowledge and techniques	3		Be able to build up layers, using collage to create a background Be able to tear paper and use scissors to cut for precision	Can build up a textured background Can use a ruler and template to draw lines and shapes accurately Can achieve muted tones by applying and blending pastel and chalk	Can layer different materials to achieve depth and visual interest. Can combine freehand and measured lines for creative effect. Can combine freehand and measured lines for creative effect.