

Unit	Lesson name	Lesson No.	Significant Artist	Learning objective	Expected Standard (EXS)	Greater depth (GDS)
Drawing Block A	Exploration of materials	1	Beth Krommes (born 1956)	Evoke mood and represent movement through mark making	Can identify the materials they have used	Can confidently identify, compare, and explain the different materials they have used, describing how and why they chose them for specific effects.
	Explicit teaching of techniques	2		Know that the surface drawn on will create different effects	Can identify where marks change in response to a change in music	Can independently adapt and refine their mark-making in response to changes in music (e.g. tempo, mood, dynamics), explaining how their choices reflect what they hear.
	Application of knowledge and techniques	3		Be able to use a range of mark makers to create a variety of effects, depending on the surface they are placed on	Can take inspiration by observing the work of a professional artist Can make a range of marks to show movement	Can thoughtfully apply ideas from a professional artist to their own work, experimenting with a wide range of marks to effectively and creatively represent movement.
Painting Block B	Exploration of materials	1	Wassily Kandinsky (1866-1944)	Explore line, colour and shape, make own painting tools and develop colour mixing skills to include secondary colours	Can trace around a shape Can fill in small areas or spaces without overlapping colours Can use different tools to paint with	Can accurately trace and adapt shapes with control, fill detailed areas neatly using appropriate techniques, and independently select and use a variety of tools to achieve different artistic effects.
	Explicit teaching of techniques	2		Know that colour and line can be used to show mood, movement and feelings	Can say which two primary colours make each of the secondary colours Can name shades of secondary colours	Can confidently mix primary colours to create secondary colours, experiment to produce a range of shades and tones, and explain their colour choices using appropriate vocabulary.
	Application of knowledge and techniques	3		Be able to select colours and painting tools and make painted marks to express feelings	Can make links between colour, shape, lines and emotions	Can independently make thoughtful and creative links between colour, shape, line, and emotion, justifying their choices and using them intentionally to communicate ideas or feelings in their artwork.
Printmaking Block C	Exploration of materials	1	William Morris (1834 – 1896)	Create repeated patterns with positive and negative space Print using natural objects as a stimulus	Can apply appropriate pressure to obtain a series of clear prints Can identify the negative space in their prints and comment on how this contributes to a pattern Can give reasons why one print may be clearer or darker than another	Can consistently control pressure to produce high-quality, even prints, and independently adjust technique to improve outcomes. Can confidently identify and purposefully use negative space to enhance pattern and composition. Can analyse and explain variations in print quality (e.g. clarity, darkness), suggesting and applying improvements.
	Explicit teaching of techniques	2		Know prints can be made from natural objects Know how to make a collagraph printing block	Can experiment with positioning of prints to create repeated designs Can follow a taught process to create a symmetrical pattern Can give clear explanations of a printing process and describe the effects created	Can independently experiment with the placement, rotation, and spacing of prints to create complex and visually effective repeated patterns. Can create symmetrical designs with increasing accuracy, adapting and extending taught methods creatively. Can clearly explain the printing process using appropriate vocabulary and describe how different choices impact the final effect.
	Application of knowledge and techniques	3		Be able to create repeated patterns Be able to combine printing techniques	Can follow different printing processes Can combine printing techniques confidently to create interesting patterns and effects Can use artistic language and technical vocabulary to evaluate artwork, explaining what may not have worked well and why	Can independently select and apply a range of printing techniques, combining them creatively to achieve purposeful and original outcomes. Can confidently evaluate their own and others' work using artistic and technical vocabulary, explaining strengths, identifying areas for improvement, and suggesting how techniques could be refined.
Textiles and Collage Block D	Exploration of materials	1	Katie Vernon	Explore dip dye technique Use relief and block printing techniques on fabric	Can use and combine a variety of techniques successfully Can create a range of repeated patterns, combining curved and straight lines Can express views about work created by others, making constructive comments and giving reasons for preferences	Can confidently combine a wide range of techniques to create refined outcomes, using both curved and straight lines to develop complex repeated patterns. Can thoughtfully evaluate the work of others, giving well-reasoned, constructive feedback using appropriate artistic vocabulary.

	Explicit teaching of techniques	2		Create work focusing on pattern, line and colour using mixed-media Know reconstructed paintings are made using images (and materials) that were originally part of something else	Can make thoughtful decisions about which materials to use to achieve desired effects Can place and arrange materials and objects to achieve balance Can use a wide range of relevant vocabulary to describe the visual and tactile qualities of their work	Can independently select and justify the use of materials to achieve specific visual and tactile effects. Can skilfully arrange materials to create balanced and purposeful compositions. Can use an extensive range of precise vocabulary to describe and compare the qualities of their work.
	Application of knowledge and techniques	3		Be able to select appropriate pre-used images, colours and textures to create a new picture	Can articulate views about the work of artists Can make effective choices about images and composition to create a balanced collage Can show control and dexterity in cutting and sewing skills	Can confidently discuss and compare the work of artists, explaining influences on their own work. Can make thoughtful and creative compositional choices to produce well-balanced, visually engaging collages. Can demonstrate high levels of control and precision in cutting and early sewing techniques.
3D Block E	Exploration of materials	1	John Kindness (born 1951)	Take inspiration from the designs of indigenous art Create 3D sculptures using paper and cardboard	Can explain the purpose of indigenous art and identify some common symbols Can use a cotton bud to create defined dots with adequate spacing Can describe a painting in terms of its colour, style and motifs	Can explain the cultural purpose of indigenous art and confidently recognise and interpret common symbols. Can apply dotting techniques with precision and consistency to create detailed and intentional patterns. Can analyse paintings using appropriate vocabulary, discussing colour, style, and motifs in depth.
	Explicit teaching of techniques	2		Know sculptors make their ideas come to life by joining or molding materials together Know sculptors sometimes first make small-scale models of their work called maquettes	Can apply joining techniques to construct a 3D planned sculpture Can mold and manipulate paper to create 3D forms Can follow a process and evaluate the outcomes, identifying difficulties and possible solutions	Can independently plan and construct 3D sculptures using a range of joining and shaping techniques with control. Can creatively manipulate materials to form complex 3D structures. Can critically evaluate their process and outcomes, identifying challenges and proposing effective solutions.
	Application of knowledge and techniques	3		Be able to join materials together to form a 3D work of art Be able to make a small rough draft of a sculpture to explore ideas	Can apply a specific paint technique to a 3D form Can incorporate the style and colours of indigenous Australian art in their own design Can make constructive comments about the work of others	Can skilfully apply a range of paint techniques to 3D forms, adapting methods for different surfaces. Can thoughtfully incorporate stylistic elements and colour choices inspired by indigenous Australian art into original designs. Can provide detailed, constructive feedback on others' work using appropriate terminology.
Creative Response Block F	Exploration of materials	1		Combine drawing and collage to add detail and interest	Can recall the five steps of the creative process Can explain the mark making techniques they have used and state their preferences Can identify skills they have improved and those they need to work on Can use technical language to describe methods, techniques and effects Can explain how the tools you use and the surface you draw on affect the marks that can be made	Can confidently explain and apply the stages of the creative process, reflecting on how each stage informs their work. Can evaluate their use of mark-making techniques, justifying preferences and suggesting refinements. Can clearly identify progress in their skills and set purposeful targets for improvement. Can use precise technical language to explain how tools, materials, and surfaces influence outcomes.
	Explicit teaching of techniques	2		Know there are a series of steps in the creative process	Can observe and describe natural objects, describing their shape, texture and patterns Can select specific grades of pencil to produce desired marks and effects Can use techniques such as stippling and shading to create texture, form and pattern Can vary pressure used to create different tones and shades Can identify improvements that could be made to their drawing	Can produce detailed observational drawings, accurately representing shape, texture, and pattern. Can independently select and use a range of pencil grades to achieve controlled tonal variation. Can apply advanced techniques (e.g. stippling, shading, blending) to create convincing texture and form. Can critically evaluate their drawings, suggesting specific and achievable improvements.

	Application of knowledge and techniques	3		<p>Be able to refer to previous knowledge and skills to make creative choices</p> <p>Be able to apply and refine previously taught drawing and collage techniques</p>	<p>Can trace and cut out a shape with control and accuracy</p> <p>Can describe the textures and shapes of collage materials and objects and make carefully considered selections</p> <p>Can position and manipulate collage materials and objects to achieve a balance of forms and textures</p> <p>Can mix specific colours and tints with control</p> <p>Can hold and use a paintbrush correctly to paint a raised surface</p> <p>Can identify strengths and areas for development in their work</p>	<p>Can cut and shape materials with precision, adapting techniques for accuracy and detail.</p> <p>Can thoughtfully select and combine collage materials to create balanced, textured compositions.</p> <p>Can mix colours and tints with increasing accuracy and control to achieve intended effects.</p> <p>Can demonstrate strong control when painting on different surfaces, including raised forms.</p> <p>Can evaluate their work in detail, identifying strengths and clear next steps for development.</p>
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