

Unit	Lesson name	Significant Artist	Learning objective	Expected Standard (EXS)	Greater depth (GDS)
Drawing Block A	Exploration of materials	Giorgio Morandi (1890 – 1964)	Create contour drawings using still life and natural forms as stimulus	Can explain that composition is a group of objects arranged in a set way Can use line to show the outline of a 3D form	Can confidently plan and refine compositions, explaining how the arrangement of objects creates balance and focus. Can use line with precision and variation to convincingly represent 3D form and structure.
	Explicit teaching of techniques		Know what is meant by still life Know how to identify details Know how to use a viewfinder to create a focal point or an area of interest	Can include detail after selecting appropriate media and tools	Can independently select and justify appropriate media and tools, applying them skilfully to add refined and purposeful detail.
	Application of knowledge and techniques		Be able to assemble objects to create an interesting composition Be able to use a viewfinder and use fine control to add detail	Can identify negative space Can talk about their work and the marks made Can reflect on things they would change or modify	Can confidently identify and manipulate negative space to enhance composition. Can analyse their mark-making in detail and evaluate their work thoughtfully, proposing specific and effective modifications.
Painting Block B	Exploration of materials	Georgia O’Keeffe (1887-1986)	Learn about abstract art and develop colour mixing skills to include tertiary colours	Can mix tertiary colours and explain how they are made Can overpaint and explain the marks made	Can accurately mix a wide range of tertiary colours and explain the process clearly. Can use overpainting creatively to build layers, textures, and depth, explaining the effects achieved.
	Explicit teaching of techniques		Know similarities and differences between the work of two artists Know that abstract art is more about the shapes, colours and feelings it expresses – it is not about it being a realistic depiction	Can make detailed drawings using paint Can identify and use primary and secondary colours Can apply wet-on-wet and talk about the effect it produces	Can create highly detailed painted work with control and precision. Can confidently apply and combine techniques such as wet-on-wet to achieve intentional and expressive effects, explaining outcomes using technical vocabulary.
	Application of knowledge and techniques		Be able to make comparisons and form opinions Be able to create an abstract painting of a natural object	Can give an opinion about works of art Can produce a large abstract painting of a natural object Can include overpainting and wet- on-wet in their artwork	Can give informed and reasoned evaluations of artworks, making links to their own work. Can create large-scale abstract pieces that thoughtfully interpret natural forms, combining techniques with originality and control.
Printmaking and Textiles Block C	Exploration of materials	Gilbert (Bobbo) Ahiagble (Ah-hee-alig-blay) (1944 – 2012)	Create monoprint and press prints on fabric and make collages Create repeated patterns by flipping and rotating images Use tie dye, knotting and weaving techniques	Can apply tie dye techniques Can apply weaving techniques Can describe the effects created by weaving with a range of materials	Can independently apply and adapt tie dye and weaving techniques to create refined and creative outcomes. Can analyse and explain how different materials and methods influence texture and pattern.
	Explicit teaching of techniques		Know Kente cloth is a woven fabric from West Africa Know tie dye is a method used to create designs and colour Know textile artists use a range of materials to create textured designs and images	Can draw and paint designs based on traditional kente cloth with accuracy Can apply pre-taught printing techniques to create repeat patterns containing geometric shapes	Can produce highly accurate and detailed designs inspired by traditional kente cloth, showing clear understanding of pattern and symmetry. Can confidently apply and adapt printing techniques to create complex, well-aligned geometric patterns.
	Application of knowledge and techniques		Be able to create printing to represent Kente designs Be able to use tie dye to create colour designs Be able to combine media to create texture	Can evaluate their own and others’ work, stating preferences and making suggestions for improvements Can combine techniques effectively to create interesting effects	Can critically evaluate their own and others’ work using precise artistic vocabulary, offering detailed and constructive improvements. Can combine multiple techniques seamlessly to produce cohesive and visually engaging outcomes.
3D and Collage Block D	Exploration of materials	Alberto Giacometti (1901 – 1966)	Create wire structures, focusing on line and form Combine 3D materials Combine a range of techniques such as overlapping and layering	Can alternate complementary colours to achieve visual effects in an image Can draw basic body parts in proportion Can use a range of configurations to represent a moving figure	Can use complementary colours strategically to create contrast, emphasis, and visual movement. Can draw figures with increasing accuracy in proportion and experiment with dynamic poses to suggest movement effectively.
	Explicit teaching of techniques		Know an illusion can suggest movement Know proportion will make a figure seem realistic	Can select images, patterns and colours to create interesting effects on 3D forms Can select and use complementary colours effectively to create a sense of movement Can cut and position strips of paper in a way that suggests movement Can apply skills of manipulating wire and paper to create a 3D form	Can thoughtfully select and combine images, colours, and materials to enhance 3D work. Can manipulate materials (e.g. paper, wire) with control to create dynamic forms that convincingly suggest movement.

	Application of knowledge and techniques		Be able to assemble pieces of paper to create the illusion of movement Be able to create figures that are in proportion and out of proportion	Can use relevant vocabulary to describe and state preference about the work of Giacometti Can use tools effectively to manipulate and sculpt wire into desired forms and positions Can articulate their feelings about their work and how effective they have been in depicting a specific action	Can analyse the work of Alberto Giacometti using detailed vocabulary and make meaningful connections to their own work. Can skilfully manipulate wire to create expressive, well-proportioned figures. Can evaluate how effectively their work communicates movement or action, justifying their views.
Painting Block E	Exploration of materials	Helen Frankenthaler (1928 – 2011)	Mix tints and tones to create an ombre effect with paint	Can explain the terms tint, tone and shade Can mix colours with white and grey to create tints and tones Can mix paint to match specific colours Can suggest ways in which their work could be improved	Can confidently mix and refine tints and tones to closely match observed or intended colours. Can evaluate their colour choices critically and suggest precise improvements.
	Explicit teaching of techniques		Know painted images can be layered to create space Know an ombre effect can be created with paint by changing the tint and tone	Can explain what ombre means Can explain how to make tints, tones and shades of colour Can vary pressure to change the intensity of colour applied with pastels Can use oil combined with pastels to change and blend colours Can use artistic language and technical vocabulary to respond to the work of another artist Can demonstrate creativity when experimenting with specific techniques Can make deliberate choices about colour and application of paint to achieve desired effects	Can create smooth and controlled ombre effects, demonstrating strong understanding of colour transitions. Can experiment creatively with pastels and mixed media to achieve subtle blending and varied intensity. Can justify colour and technique choices using advanced artistic vocabulary.
	Application of knowledge and techniques		Be able to position images on a plane to create space Be able to add grey to a colour to create a tonal change Be able to add white to a colour to create tints	Can use and define key technical vocabulary Can apply and blend paint in varying shades from light to dark Can use white to change the tints of colours Can use shades of colour to create the illusion of space and distance in a simple landscape Can make considered choices about the size and position of shapes to create the illusion of space and distance Can suggest ways in which their work could be developed further or improved	Can skilfully use tone, shade, and scale to create a convincing sense of depth and distance. Can make deliberate compositional choices to enhance spatial illusion and evaluate their effectiveness.
Creative Response Block F	Exploration of materials		Refine previously taught drawing and sewing techniques	Can identify and explain specific drawing techniques Can show an understanding of terms such as detail, tone, shade, cross-hatching and stippling Can use cross-hatching to create shaded areas Can vary the pressure they apply to a drawing tool in order to create a range of tones Can use line to express form and detail Can identify strengths and areas for development in their work	Can apply a wide range of drawing techniques (e.g. cross-hatching, stippling) with precision to create detailed tonal variation and texture. Can use line and pressure control expressively to enhance form and detail. Can evaluate their work critically, identifying specific strategies for improvement.
	Explicit teaching of techniques		Know there are a series of steps in the creative process Know running stitches can be joined together to create a fern stitch	Can identify and describe the motifs commonly found in traditional henna designs Can select drawing tools suitable for a specific purpose Can control drawing tools to produce fine details Can produce a design in keeping with a particular style Can identify strengths and areas for development in their work	Can create intricate, well-controlled designs inspired by traditional henna, maintaining stylistic accuracy. Can select and use tools with precision to achieve fine detail and consistency. Can evaluate their work thoughtfully, identifying strengths and refinements.

	Application of knowledge and techniques		Be able to refer to previous knowledge and skills to make creative choices Be able to apply and refine previously taught drawing and textile techniques	Can make stitches that are consistent in size Can use a fern stitch Can sew curved and straight lines Can maintain appropriate tension in stitches Can identify strengths and areas for development in their own work	Can produce consistently neat and even stitching, maintaining control of tension across complex shapes. Can confidently apply a range of stitches (including fern stitch) to create decorative and functional outcomes. Can evaluate and refine their technique to improve precision and overall quality.
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