

Unit	Lesson name	Significant Artist	Learning objective	Expected Standard (EXS)	Greater depth (GDS)
Drawing and Painting Block A	Exploration of materials	Friedensreich Hundertwasser (1928 – 2000)	Learn about and use the technique of subtractive drawing Use organic lines to create landscapes	Can draw using the subtractive method and give a concise explanation of what it is to a partner	Can confidently apply the subtractive drawing method with control and accuracy, explaining the process clearly to others using appropriate terminology.
	Explicit teaching of techniques		Know what is meant by 'subtractive drawing' and 'abstract' Know that lines can be used to suggest harmony	Can transfer and enlarge an image Can select appropriate colours and paint within the border of each area Can trace black lines	Can accurately transfer and enlarge images with careful attention to proportion and detail, selecting and applying colours purposefully to achieve a refined outcome. Can trace and refine key lines with precision to support a high-quality final composition.
	Application of knowledge and techniques		Be able to combine drawing techniques to achieve desired effects Be able to transfer and enlarge an image and work in the style of an artist	Can work in the style of Hundertwasser Can make comparisons between their own work and others' (including artists) Can follow a series of sequenced steps	Can create work that is strongly influenced by the style of Friedensreich Hundertwasser, showing originality while maintaining key stylistic features. Can make detailed and meaningful comparisons between their own work and that of others, including artists. Can independently follow and adapt sequenced steps, maintaining accuracy and organisation throughout the process.
Printmaking Block B	Exploration of materials	Andy Warhol (1928 – 1987) John Brunsdon (1933 – 2014)	Create three colour prints and combine printing techniques	Can make a printing block and are able to press-print using three primary colours Can produce a series of coloured prints Can comment on the work of a particular printmaker, making reference to their work	Can design and produce printing blocks with precision and use them to create consistent, well-executed prints using primary colours. Can produce a coherent series of prints, demonstrating control over layering and colour mixing. Can analyse the work of printmakers, making informed references to technique, process, and effect.
	Explicit teaching of techniques		Know that reduction is a method of block printing where part of the block is removed and each colour is printed on top of the last	Can reflect on the process of reduction printing in their sketchbooks, giving step-by-step instructions and using the correct terminology Can adapt and modify their work according to their own reflections	Can produce detailed and structured sketchbook reflections on reduction printing, clearly explaining each stage using correct technical vocabulary. Can critically evaluate their work and independently adapt and refine it to improve outcomes.
	Application of knowledge and techniques		Be able to create reduction prints and explain and record the process	Can form opinions and make comparisons about the work of printmakers Can apply knowledge of different printing processes and combine them to produce an overlaid image	Can confidently evaluate and compare the work of different printmakers using precise artistic language. Can independently combine multiple printing processes to create complex, layered, and visually effective compositions.
Textiles and Collage Block C	Exploration of materials	Lesley Richmond	Create wall hangings using layered collage and weaving techniques Use natural forms as a starting point for artwork	Can make accurate linear sketches from natural objects and sections of images Can select and use collage materials effectively to represent textural qualities of natural objects Can describe effects created using appropriate artistic vocabulary	Can produce highly accurate linear drawings from observation, capturing proportion, detail, and structure effectively. Can select and combine collage materials purposefully to represent texture and form in a sophisticated way. Can describe and evaluate visual effects using appropriate and precise artistic vocabulary.
	Explicit teaching of techniques		Know appliqué is a technique where fabric is stuck or sewn onto a larger piece to form a pattern or picture Know textile comes from the Latin word, texere, meaning to braid, weave or construct	Can describe the work of others using artistic and technical vocabulary Can manipulate and work effectively with a range of materials Can give a step-by-step guide to processes they have learned	Can analyse and describe the work of others using detailed artistic and technical vocabulary. Can confidently manipulate a range of materials to achieve intended outcomes. Can produce clear, structured step-by-step explanations of processes, demonstrating secure understanding.

	Application of knowledge and techniques		Be able to combine fabrics in a range of ways Weave, braid and construct art using natural objects	Can use the technique of appliqué to represent natural textures and lines Can apply fabrics using a range of methods including stitching Can explain processes and express preferences and areas for development in their own work	Can confidently apply appliqué techniques to represent texture, line, and form with accuracy and creativity. Can select and combine stitching and attachment methods effectively to enhance design. Can evaluate their work critically, explaining choices and identifying specific areas for improvement.
3D Block D	Exploration of materials	Barbara Hepworth (1903 – 1975)	Create slab and coil pots and learn techniques to join and seal clay sections Create tissue paper bowls	Can apply layers of torn paper evenly to create a smooth surface Can use an armature to create a 3D form that, once dry, holds its shape Can select analogous colours for their harmonious effect	Can apply layers of materials with control to create smooth, durable surfaces and stable 3D forms. Can construct armatures effectively to support sculptural work. Can select analogous colours with understanding to create harmonious and visually cohesive compositions.
	Explicit teaching of techniques		Know an armature can be used to create a piece of 3D art Know clay can be joined by a score and slip method	Can manipulate and mould clay to form desired shapes and lines Can join two or more pieces of clay securely using the score and slip technique Can explain learned techniques	Can manipulate clay with precision to create well-formed shapes, textures, and structural details. Can securely join components using score and slip techniques, ensuring durability. Can explain techniques clearly using appropriate technical vocabulary.
	Application of knowledge and techniques		Be able to use armatures to produce 3D forms Be able to join two or more pieces of clay	Can roll and manipulate clay to form coils, braids and twists Can use the slip and score method to join decorative and structural elements Can identify areas of difficulty and suggest improvements	Can independently create complex clay forms using coils, braids, and twists with control and consistency. Can apply joining techniques accurately for both structural and decorative elements. Can evaluate their work and identify specific, actionable improvements.
Painting Block E	Exploration of materials	Jim Dine (born 1935)	Explore a range of effects which can be achieved using watercolour paint	Can explain the differences between poster paint and watercolour Can add different types of salt to watercolour and describe the effects achieved Can experiment further by applying paint on top of a layer of salt crystals Can use appropriate vocabulary to describe the effects achieved	Can confidently compare and explain differences between poster paint and watercolour, selecting appropriately for purpose. Can experiment with salt and layering techniques to achieve controlled and intentional effects, describing outcomes using precise vocabulary.
	Explicit teaching of techniques		Know different effects can be achieved with watercolour paint	Can describe the way watercolour paint reacts to certain substances such as bleach Can describe the effects of applying or removing layers of paint using a range of materials and techniques Can use appropriate vocabulary to describe visual effects Can explain the methods used with clarity Can state preferences and make suggestions about how different effects could be achieved	Can analyse how watercolour interacts with different substances and materials, explaining the effects produced. Can apply, layer, and manipulate paint using a range of techniques with control and intention. Can clearly articulate methods used and evaluate their effectiveness, suggesting improvements.
	Application of knowledge and techniques		Be able to select materials to create specific marks using watercolour paint	Can respond to an artist's work and use the language of art to describe it Can demonstrate an understanding of terms such as monochrome, tone and line Can apply painting techniques to create an image in a similar style to that of a specific artist Can apply paint in a considered way to emphasise form Can use observational skills and art materials effectively Can state preferences about their work and make suggestions about what they could change to improve it	Can respond to the work of Pablo Picasso (or other studied artists) using detailed artistic vocabulary. Can demonstrate a secure understanding of monochrome, tone, and line in their own work. Can apply observational skills effectively to create work in the style of a chosen artist, emphasising form through controlled painting techniques. Can critically evaluate their work and suggest specific improvements.

Creative Response Block F	Exploration of materials		Combine printmaking and textiles to embellish fabric	<p>Can define and explain key vocabulary relating to the creative process</p> <p>Can recall and explain key vocabulary and techniques previously taught</p> <p>Can observe shapes, patterns and markings in natural objects and create simple designs based on these observations</p> <p>Can explain what a thumbnail sketch is</p> <p>Can describe the lines and marks that can be made in a polystyrene tile, using an HB pencil</p> <p>Can make clear, well- defined incisions in a tile, in readiness for printing</p>	<p>Can confidently explain and apply key stages of the creative process using appropriate terminology.</p> <p>Can observe and translate natural forms into original designs with attention to pattern, line, and structure.</p> <p>Can produce clear, well-planned thumbnail sketches and translate these into accurate printing designs.</p> <p>Can make precise and controlled incisions in printing tiles, demonstrating strong technical control.</p>
	Explicit teaching of techniques		<p>Know there are a series of steps in the creative process</p> <p>Know mediums can be combined to create texture</p>	<p>Can explain and follow the steps involved in the reduction printing process</p> <p>Can mix ink or paint effectively to achieve shades of a specific colour</p> <p>Can adopt a systematic and organised approach in order to complete a process</p> <p>Can apply ink or paint evenly to achieve a clear, well-defined print</p> <p>Can identify strengths and areas for improvement in their own work</p>	<p>Can independently follow and explain the reduction printing process in detail, maintaining organisation and accuracy throughout.</p> <p>Can mix inks or paints precisely to achieve consistent tones and shades.</p> <p>Can apply ink evenly and systematically to produce high-quality, well-defined prints.</p> <p>Can evaluate outcomes and identify clear strategies for improvement.</p>
	Application of knowledge and techniques		<p>Be able to refer to previous knowledge and skills to make creative choices</p> <p>Be able to apply and refine printmaking and collage techniques</p>	<p>Can explain the term appliqué and find examples of this technique in their own work</p> <p>Can explain the creative choices that they make</p> <p>Can apply sewing skills to a specific task</p> <p>Can select and use stitches and decorative items to enhance and emphasise a design or pattern and to add texture to a surface</p> <p>Can identify ways in which their work could be improved or developed further</p>	<p>Can confidently identify and apply appliqué techniques within their own work.</p> <p>Can justify creative choices using appropriate vocabulary.</p> <p>Can combine stitching and decorative elements purposefully to enhance texture, pattern, and visual impact.</p> <p>Can evaluate their work in detail and suggest specific, practical improvements for future development.</p>