

Unit	Lesson name	Significant Artist	Learning objective	Expected Standard (EXS)	Greater depth (GDS)
Drawing Block A	Exploration of materials	<b>Frida Kahlo (1907 – 1954)</b>	Combine techniques to create abstract images	Can include detail in a sketch Can enlarge a sketch to create an abstract form with detail	Can produce highly detailed and refined sketches, accurately enlarging and transforming them into abstract compositions with considered use of detail, line, and form.
	Explicit teaching of techniques		Learn about surrealism and portraiture Know about the different elements of art and design	Can draw features in proportion and to scale Can create portraits with accurate proportions and recognisable individual features	
	Application of knowledge and techniques		Be able to work artistically using: shape, line, form, texture, colour, value and space	Can draw a portrait with recognisable features of the individual Can include elements of surrealism in the background	Can create portraits with accurate proportions and recognisable individual features, while integrating surrealist elements in a thoughtful and creative way to enhance meaning.
Painting and Collage Block B	Exploration of materials	<b>Pablo Picasso (1881 – 1973)</b> <b>Patrick Caufield (1936 – 2005)</b>	Create still life compositions by combining different media and in response to cubist work Adapt and refine ideas and techniques and respond to different styles of artists and art movements	Can explain what is meant by cubism and make links to an artist from this period Can draw a still life, representing 3D form as a 2D image, overlapping lines and superimposing the shape of an object from different viewpoints	Can confidently explain cubism and make informed links to artists from this movement, such as Pablo Picasso. Can produce still life drawings that effectively represent 3D forms in 2D, using overlapping, multiple viewpoints, and superimposed shapes with clarity and purpose.
	Explicit teaching of techniques		Know that observation of still life can be responded to through a combination of different media and styles	Can use a selection of materials to create colour and shape Can transfer an image to a different place for effect Can explain reasons for choices and how these impacted on outcome	Can independently select, combine, and manipulate a range of materials to achieve specific visual effects. Can accurately transfer and reposition images for compositional impact, clearly explaining and justifying creative decisions and their outcomes.
	Application of knowledge and techniques		Be able to create a still life using a variety of colours, textures and materials, including paint	Can select and place materials / objects so that the overall picture is balanced Can use pattern and colour to separate shapes and make objects stand out Can use painting and collage to create a combined, mixed media effect	Can create well-balanced compositions through thoughtful placement of elements. Can use pattern, colour, and contrast purposefully to emphasise form and create focal points. Can confidently combine painting and collage techniques to produce cohesive and sophisticated mixed media work.
Printmaking and Textiles Block C	Exploration of materials	<b>Patrick Hughes (born 1939)</b>	Use perspective drawings as a starting point for textiles work Explore batik technique Draw and paint on fabric surfaces	Can use the correct vocabulary to explain what perspective is Can follow the steps to create a one-point perspective drawing, showing understanding of the terms vertical, horizontal and diagonal Can show and explain which areas of the drawing require more detail than others	Can accurately apply one-point perspective, demonstrating a secure understanding of vertical, horizontal, and diagonal lines. Can clearly explain the concept of perspective and evaluate how effectively depth and realism have been achieved in their work.
	Explicit teaching of techniques		Know batik is a method of making marks on cloth using hot wax Know perspective is a technique that enables artists to create the illusion of depth to a painting or drawing	Can follow the steps required to create a clear reduction print Can explain why the lightest colour should be used first and can identify how to ensure a clear print is achieved Knows the meaning of positive and negative space and can create these by repeating a print with accuracy	Can independently plan and execute a complete reduction print process with precision and organisation. Can explain the reasoning behind each stage (e.g. sequencing colours from light to dark) and ensure consistently high-quality prints. Can confidently use and explain positive and negative space to enhance composition and repetition.
	Application of knowledge and techniques		Be able to apply wax to the surface of fabric and dye it to create coloured designs Be able to create a simple one-point perspective sketch	Can use the tjanting tool with accuracy and control and applies dye with care Can explain the batik process Can describe the effects that the wax has created and identifies difficulties and possible solutions	Can use the tjanting tool with high levels of accuracy and control to create intricate batik designs. Can confidently explain the batik process, including the role of wax and dye. Can analyse the effects created and identify challenges, suggesting practical solutions for improvement.

3D Block D	Exploration of materials	Dale Chihuly (born 1941)	Explore shape, form and colour and explore the effect of heat to create Chihuly-style 'glass' Explore combining techniques to create sculptures using mixed-media including recycled materials	Can apply and adapt techniques Can make intentional choices about colour and design with a desired outcome in mind Can articulate preferences about design and colour choices made and the intended outcomes Can use the terms amorphous and biomorphic correctly	Can make deliberate and well-justified design choices, demonstrating clear understanding of colour relationships. Can accurately use terms such as amorphous and biomorphic when describing forms. Can articulate how their decisions influence the overall visual impact and intended outcome.
	Explicit teaching of techniques		Know a 2D object can change its form and shape to become 3D Know asymmetrical means balance is created where there are elements of colour or shape on both sides that make each side equally important	Can describe the work of an artist using relevant artistic and technical vocabulary Can use the method of applying starch to stiffen materials Can identify complementary and analogous colours and select these for desired effects	Can analyse and describe the work of artists using detailed artistic and technical vocabulary. Can apply techniques such as starching to manipulate materials effectively. Can confidently select complementary and analogous colours to achieve specific visual effects.
	Application of knowledge and techniques		Be able to use different media to create shapes and forms Be able to match visual and tactile elements to their intentions to create visual balance	Can, with support, use the heating method to change the form and appearance of a material Can describe the effects achieved using relevant artistic and technical vocabulary Can assemble and combine 3D forms, making decisions about the balance of shape, pattern and colour Can use relevant vocabulary to evaluate the outcome	Can independently manipulate materials using methods such as heating (with guidance where needed) to alter form and appearance. Can assemble and combine 3D forms with careful consideration of balance, structure, pattern, and colour. Can evaluate outcomes using appropriate vocabulary, identifying strengths and suggesting improvements.
Painting Block E	Exploration of materials	Terry Gilecki (1954)	Combine techniques to create the illusion of water and depth	Can recall and explain learnt techniques Can combine techniques and substances to replicate water Can make decisions about which techniques are most effective in achieving desired outcomes	Can confidently recall, combine, and adapt previously learned techniques to achieve complex effects such as the representation of water. Can make informed decisions about technique selection, justifying choices in relation to intended outcomes.
	Explicit teaching of techniques		Know depth can be created by layering effects one on top of the other	Can use artistic and technical vocabulary to respond to the work of others Can use a paintbrush to apply paint in a controlled way Can control the intensity and shade of colour by adjusting the amount of water used Can use horizontal brushstrokes to apply thick and thin marks of alternating light and dark colours Can apply white paint with care and precision to achieve a desired effect Can explain how their work could be improved	Can apply paint with a high level of control, demonstrating precision in brushwork and consistency in tone and shade. Can use horizontal brushstrokes and layering techniques effectively to create contrast and texture. Can adjust water and paint ratios intentionally to achieve desired effects, including subtle gradients and highlights. Can evaluate their work critically and suggest clear, specific improvements.
	Application of knowledge and techniques		Be able to select and combine appropriate techniques to create the illusion of water and depth	Can use a pencil with control to draw images with accuracy Can vary the intensity of colours used to create the illusion of depth and distance Can show an understanding that the closer an object is, the more visible its details will be Can make careful selections of taught techniques to achieve desired effects Can identify strengths and areas for development in their work	Can produce highly accurate observational drawings using a range of techniques to create depth, texture, and realism. Can demonstrate a strong understanding of scale, proportion, and detail relative to distance. Can make purposeful selections of techniques to enhance composition and visual impact. Can evaluate their own and others' work with insight, identifying strengths and areas for further refinement.
Creative Response Block F	Exploration of materials		Combine drawing and batik to add detail	Can select and use specific grades of pencil for different purposes: to create shades and tones, to create textural effects and to record fine details Can use shading correctly to create the illusion of three dimensions on a flat surface Can represent the proportions and structures of the hand correctly Can observe and record details accurately Can identify strengths and areas for further development in their own and others' work	Can confidently select and use a range of pencil grades to achieve detailed tonal variation, texture, and precision. Can accurately represent anatomical proportions and structures, such as the hand, with attention to detail and realism. Can apply shading techniques effectively to create a convincing sense of form and dimension. Can critically evaluate work and identify specific next steps for improvement.

	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 and detail</p>	<p>Can select elements of shape and pattern from observational drawings and develop these into a series of thumbnail sketches and designs</p> <p>Can explain the batik technique</p> <p>Can use a tjanting tool with accuracy and precision</p> <p>Can make intentional choices about placement of marks and use of colour to achieve desired effects</p> <p>Can explain what they like or dislike about their work and suggest ways in which they might improve or develop their work further</p>	<p>Can develop ideas from observational drawings into refined thumbnail sketches and final designs.</p> <p>Can apply batik techniques with precision, using the tjanting tool effectively to create detailed and controlled patterns.</p> <p>Can make intentional decisions about mark placement, colour use, and composition to achieve specific outcomes.</p> <p>Can evaluate their work, explaining preferences and suggesting informed improvements.</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 drawing and textile techniques</p>	<p>Can make considered choices when selecting aspects of their work to develop further</p> <p>Can apply wax carefully and with accuracy to create fine lines and patterns</p> <p>Can make considered choices about colour combinations</p> <p>Can state preferences about their work and suggest ways in which they could improve it</p>	<p>Can make informed and purposeful decisions when developing and refining work.</p> <p>Can apply wax with a high degree of control to create fine, detailed patterns.</p> <p>Can confidently select and justify colour combinations to enhance visual impact.</p> <p>Can critically reflect on their work, articulating strengths and identifying clear, achievable improvements</p>