

HT1					
Skills	Knowledge	Knowledge Detail	Possible Activities	Recall Check+	Enrichment / Cultural Capital / CEIAG / Cross-Curricular
AO1 Develop ideas through investigations AO2 Refine work by exploring ideas, selecting and experimenting AO3 Record ideas, observations and insights. AO4 Present a personal and meaningful response. ALL ABOVE SKILLS USED IN EACH PROJECT Ob1 Develop ideas. Ob2 Explore ideas based on things they like	To explore the techniques of artists in making self portraits. Method of how to draw a portrait. To design a lettering style for title. 	Base line test:- Draw a portrait using the outline given to them. Add as much detail as possible in 15 minutes. Colour can be added. Take photos of themselves to use in the middle of a title page, using a digital camera. Main lesson Power point showing. Pages 1-12 How to make a silhouette idea. Draw a silhouette of a head in your sketchbook . Consider things you like and list iin sketchbooks. Use any relevant media such as collage, drawn (some must be drawn.) and painted images to use these around the silhouette. Cut out and stick down adding words or pictures around your shape, that relate to you. Find images on the computer to print and copy / draw around your self image, on A2 paper. Evaluation Self Assessment on worksheet. HWK Use a cartoon image of yourself, see if you can design it on your mobile, email it to yourself at school.	Creative: A self portrait, drawn images of different items. Physical: Cutting out. Reflective: How to draw a silhouette Reasoning: Deciding on a layout. Mindful: can use a famous persons image if they don't want a self image taken.	Questions and answers on type of portraits board activity.	Enrichment /Cultural Capital Self image made up of tiny selfies. Large display. Visit by a local artist. Abstract faces. Visit to crafty workshop in Workington Design a an abstract face onto a plate, use glazes.
	To be able to create a self portrait image. Continuous pen drawing of a portrait. Display sheet about an artist Self portrait using abstract contour shapes. To know the difference between a self portrait and a portrait.	Self portrait or a portrait what is the difference? Discuss. Draw an images of a portrait given using a continuous line, do not lift your pen off the paper A4 exercise. Portrait game which portrait is the oldest, how can you tell, work in twos or on your own, put in order of oldest first to modern last. Look for clues. Use resources, Task 3 Pages 16/17/18. of power-point on portraits. Paul Klee painted an adaptation of a human face which is divided by colour into rectangles, produce a display fact sheet on this artist, use a double page in sketchbooks. . Look at previous years exemplar work. Demonstration of how to use watercolour paints. Portrait enlarged and divided up into contour areas to make an abstract design use water block colours.	Creative: Line drawing of a portrait Physical: Make a display sheet Reflective: How to tell if a portrait is old. Reasoning: Mindful:	How they designed a silhouette last lesson, verbal answers.	
	Ob1 Devoping work of abstract artists. Ob3 Recording portraits in the style of Julian Opie. Learn how to draw a cartoon face.	To understand the success criteria for a good artist display sheet. To understand what makes a good abstract self portrait.	Recap on how to draw a face, look at where the facial features are on the face. Measurements of a persons face. Continuation of work started last week. Recap success criteria for both pieces of work. Extension work:-Display sheet A3 on one facial abstract artist below Abstract Self portrait look at the work of Julian Opie . Two of the most famous abstract portrait painters are Pablo Picasso and Willem de Kooning . Together they painted hundreds of abstract portraits. Many of the most famous abstract portraits Picasso painted were of women, such as his famous Woman Weeping. Homework:- Abstract faces, design your own face for homework to use	Creative: Abstract face design. Physical: Reflective: Reasoning: How to construct n abstract face. Mindful:	Cross- Curricular. Maths grid measuring. English annotating and evaluation your work and work of artists & Craftspeople.
Ob3 Record an abstract face on a ceramic unfired plate. Learn about glazes and how best to apply them. Paint using glazes.	To design an abstract face on a ceramic plate, using glazes.	Visit to Crafty workshop in Workington Cost? Evaluation tick sheet for visit. Homework:- Write up visit to workshop using paragraphs.	Creative: Painting using glazes Physical: Painting using glazes Reflective: Reasoning: How to glaze a design on a clay plate Mindful:	Complete evaluation sheet after visit.	
Ob2 Working with others to refine work and make a wall display. Ob3 Enlarge an image (that fits together as a class)in groups of three,	To work with others on a piece of work To produce part of a large painted Picasso portrait image	Looking at a Pablo Picasso face. Whiteboard, questions and answers,describe his work Group work exercise in groups of 3 (Can work on their own if they wish. Main How to enlarge an image :-Cartoon face exercise, recap from last year. ½ lesson Cut up a Picasso portrait into 4 areas, each group to have one piece. Enlarge using a grid system. Pencil using lightly. Check when drawn lightly against other groups work, will it fir together correctly? ½ lesson How to mix skin colours, Demonstration , how to mix different skin colours write down combinations and practice in sketchbooks. Evaluation.-: Self and teacher evaluation of work completed today Homework :-Find two different images showing two different skin tones from a magazine or catalogue..	"Creative: How to enlarge an image for a large scaled design. Physical: Reflective: Understanding that each piece must fit together. Reasoning: Mindful: Use same colour tones with different groups.	.Test sheet on Picasso.	
Ob2 Working with others to refine work and make a wall display. Ob3 Enlarge an image (that fits together as a class)in groups of three. Ob 4. Group personal response.	To produce part of a large painted Picasso portrait image Understand what the colour circle is.	How to draw cartoon faces, show examples. basic shapes to use , shape of the head, nose eyes, mouth etc Practise two ideas. Colour circle discuss on the whiteboard. Discuss mixing colours for the group activity. success criteria discussed. Continuation of group work large Picasso portrait picture. Extension work. Design your own cartoon pencil drawings of abstract faces. Peer Assessment by each group. Home work:- Write down the how to mix the colours on the colour circle.	"Creative: To create a cartoon face from basic shapes. Physical: Reflective: check pieces fit together and match colours. Reasoning: How to paint a colour circle. Mindful:"	Practical painting test, how to mix skin colours. Listen to instructions and mix colours	

Ob 1 Develop ideas from the artist Escher using his eye design within the eyeball. Ob 3 Draw ideas to use.	To draw a realistic image of an eye in pencil using different tones. To design an imaginative piece of work to fit inside the pupil of Escher's eye.	Examples of how different artists approach portraiture. Discussion and verbal annotation of the artists work. Whiteboard discussion first., Describe what we will be covering in the next half term, recap last years work,looking at the different features of the face and draw them in different ways. Eye .Power-point pages 44 to 47 whiteboard Look at artists that have used the eye in their art work. Esher Look at the images he has put in his eye design what could you put into your pupil? Draw a pencil drawing of your eye then Design an A3 size picture in colour of your eye. Evaluation Self annotation on worksheet of work completed his half term Home work:- Worksheets based on masks around the world.	"Creative:How to draw an eye. Physical: Reflective: Evaluation of half terms work. Reasoning: Mindful:"	Evaluation for terms work.
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HT2					
Skills	Knowledge	Knowledge Detail	Possible Activities	Recall Check+	Enrichment / Cultural
AO1 Develop ideas through investigations AO2 Refine work by exploring ideas, selecting and experimenting AO3 Record ideas, observations and insights. AO4 Present a personal and meaningful response. ALL ABOVE SKILLS USED IN EACH PROJECT Ob3 Recording facial features from life using a variety of media. Ob1 Developing ideas from different artists work.	To draw a mouth and nose using different meda. To make an A4 design based on your imagination using a mouth shape.	Power point pages 48 to 55 looking at how to draw mouths and noses. Use both power points on Portraits in this lesson especially for printed resources. Main lesson:- Using a variety of media, collage, pastel, charcoal, paint, pen, Practise using different types of marks to produce mouth and nose drawings. Example sheet in resources. Choose one design to make an A4 imaginative picture out of facial features, using the artists given. Example on whiteboard. Research artists that have used similar images of a mouth within their artwork. Andy Warhol etc. Evaluation Peer sheet. Home work:- Drawing sheets based on masks around the world.	Creative: How to draw parts of the face realistically Physical: Reflective: Reasoning: Mindful:	Name two artists that have used lips in their art work.	Please see first half term
Ob 1 Developing work from different cultures.	To research African tribal masks.	Looking at how different cultures have used decoration on faces. African art Verbal annotations.	"Creative:Make a mask.	Tests on maske where do you think tthese mask come	
Ob 1 Developing, annotations on other cultures decoration techniques.. Ob2 &3 Refineing and making and painting an African mask	To improve painting skills using Acrylic colours. Looking at Masks used in different cultures around the world.	Discuss success criteria for painting of African Masks . What makes a good mask? How to paint using acrylic colours. Main lesson:- Paint masks. Extension work :- Design a decorative sheet about how masks are used in other countries around the world. Show student examples on the whiteboard (resources) of design sheets about African masks. Home work:- Drawing sheets based on masks around the world.	"Creative: Decorating a mask using clay. Physical: Reflective: Reasoning: Mindful:"	Peer assessment of masks. abcdefghijklmnopqrstuvwxyz ABCDEFGHIJKLMNOPQRSTUVWXYZ	
Ob1 Develop own ideas, looking at different artists that painted portraits.	To produce a good quality piece of art work as a final	Assessment test;- Three lessons to complete. Discuss how planning can improve your grade. Plan work using pencil ideas. Use a grid method to enlarge image.	Creative: Use of paint, how to mix tones.	Write a short paragraph explaining why you have chosen this artist to base	
Ob1 Develop own ideas, looking at different artists that painted portraits. Ob3 Record using different media of choice. Ob 4 present a personal respons		Assessment test;- Own choice of media design based on portraits. Start to paint or complete in any media. Success criteria to produce a quality piece of art work. 	"Creative: Physical: Reflective: Cech work against success criteria. Reasoning: Mindful:"	Complete assessment work based on the work you have completed all term on Self Image.	
Ob4 present a personal respons		Display work for the end of term, demonstration on how to mount a piece of art work.	Creative: Physical: Reflective: Reasoning: Mindful:		

HT3					
Skills. Marking in the same way as a GCSE project 4 objectives	Knowledge	Knowledge Detail	Possible Activities	Recall Check+	Enrichment / Cultural Capital / CEIAG / Cross-Curricular

AO1 Develop ideas through investigations AO2 Refine work by exploring ideas, selecting and experimenting AO3 Record ideas, observations and insights. AO4 Present a personal and meaningful response. ALL ABOVE SKILLS USED IN EACH PROJECT Ob1 develop work on specifications , understand how phones have developed. Ob3 Design / record a title page in sketchbooks.	To be able to explore ideas and feelings about mobile phones, to record features and develop designs relating to purpose.	Base line test. What they know about mobile phone designs. Recap artwork they completed last term. Discuss types and styles of phones they like, specification requirements.(What do they require when looking for a mobile?) Draw a (spider diagram) analysis showing all the features needed to make it a unisex design. Find an image of a new phone you would like, print design, to use in your sketchbook. Make a title page in your new sketchbook, add lettering Mobile Phone Project to the page. Extension work Find out about different mobile phone designs from the past, see if they can bring in images and write down what they think about these designs. Plenary:-Draw 3 different shapes you think people would buy, note peer reaction, on record sheets	Creative: Decorated title page Physical: Reflective: What mobile phone do you like.? Reasoning: What specification do you look for? Mindful:	What is a specification?	Enrichment / Cultural Capital Designing a prototype of a mobile phone.
Ob 1 Learn about formal drawing techniques. Ob2. Experiment with different ways of rendering 3D shapes. Ob 3 Record using ICT and crating techniques.	To develop and understanding of the broad perspectives of the design world. To use textural representation to convey different materials and surfaces	Give out examples of rendering, explain what this means and ask students to complete exercises. Use computer to design an analysis page using relevant images. Look at examples of 2D and 3D freehand drawings Use crating, techniques to enlarge these drawings. Understand what Isometric drawing and Orthographic drawing, and how these techniques are used. Extension work. Use colour/ pens to add realism to sketches. Using sketches from last week on mobile phones, draw ideas using methods shown. Give out examples of objects to draw and render giving specifications. Homework: - Think of questions that you could ask students in this age group about the type of phone they would like.	"Creative:Learn what rendering is. Isometric drawing. Orthographic drawing. Physical: Reflective: Reasoning: Mindful:"	Explain what formal types of drawing you have learnt about today.	CEIAG
Ob1 Analyse existing phone designs. Develop a questionnaire. Ob3 Record information on a spreadsheet, compile a pie chart using ICT.	To be able to study and analyse the quality of design products .To understand and ask questions about its suitability of purpose. To consider all the factors when designing a new product.	Look at the sheet on how to analyse existing products. Complete worksheet and write new word in glossary. Consider factors when analysing a product, discuss. Explain all the different words and what they mean. Students to discuss how to write a questionnaire, on what people want in a phone. Use answers to compile charts on the computer using spread-sheets. Look at packages and box nets:--how they are constructed., identify different materials used in packaging. Look at the different features found on packages, design own ideas. Recap what they have learnt today. Look at images of fururistic phones of the future, desine teo ideas for homework .	"Creative:create a questionnaire about what people want. Designing model phone. Physical:Asking cilents. Reflective what is a design Brief? Reasoning: Mindful:"	Make a spider graph on all the materials that go into packaging and making a mobile phone.	Cross- Curricular Maths. Measuring a net , qestionnaire, graphs completed on a sread sheet. English Annotating work completed and lettering styles for packaging. History- development of phones over time. Geography where mobile phones are made around the world.
Ob1 Investigate different materials to make a model phone and containers Reseach symbols found on packages. Ob3 Record symbols. Make a model mobile phone.	To consider the different suitability of materials for making product models. To understand the safety aspects when using clay in the classroom. To identify the different modelling tools to use in relation to which design aspect	Demonstrate how to start making a model using clay or other suitable materials. (Plasticine, or playdough) Note safety aspects and rules. Complete final designs on A3 landscape paper. Design and make a model of the phone they would like. Design ideas for their package looking at lettering and symbols found on packages, environment , etc. (Drawn only!) Open out a net to look at the design Extension exercises. Find information about the different British and European symbols found on packages and what they mean. Note in files, print or draw. Discussion on what they have learnt in each lesson. Complete self evaluation sheet. Homework: which countries make mobile phones.	"Creative:model phone using clay or plasticine or playdough. Physical: Reflective: Reasoning:Dicussion on types of symbols needed on a box Mindful:"	Test visual on board what images are these.	
Ob1 Investigate nets and know what a logo is.	To be aware of environmental, social, cultural and moral issues in relation to packaging and graphic design.	Packaging of mobile phone boxes. Look at a selection of nets, open them up and fold back together. Watch a video on how nets are constructed. A net is often called a development net. It is a flat two dimensional shape, which contains score lines and when is folded and glued together forms a three dimensional shape. Nets are often used for packaging items such as orange cartons, point of sale display units, tissue boxes and so on. Game sheet showing part of a logo. Guess the logos ? Show images relating to different products, types of colours used in packages of various products. Question and answer session to see what they know. Continue with mobile box design.	"Creative:Making a net out of card. Trace, draw or print images for box. Physical:Fold boxes. Reflective: Reasoning: what symbols are used on packages. Mindful:"	Question and answer session to see what they know about packaging.	
Ob3 Design and make a net to hold a phone. Use ICT to add symbols. Paint model to add to the box. Ob4 Present a final piece of work.	To understand what nets are and how to construct them. To design a box to hold mobile phone.	Complete design for your mobile box made out of card, add printed designs on, looking at symbols that could be added Complete all written work, display on a large sheet of A3 paper or complete in sketcbooks. Paint mobile model, varnish design, leave to dry Add adverts and logo to the box and take photos.	Creative: Make and complete a model. Physical: Reflective: Reasoning: Mindful:	Test on symbols used on packages.	

Ob4 Present a final piece of work.	Display and evaluations.	Peer and self assessments and evaluations of work completed this term, mark as a GCSE project, giving grades for each area.	Creative: Complete final piece. Physical: Making activity Reflective: self assessment Reasoning: Evaluating Mindful:		
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HT4					
Skills	Knowledge	Knowledge Detail	Possible Activities	Recall Check+	Enrichment / Cultural Capital / CEIAG / Cross-Curricular
AO1 Develop ideas through investigations AO2 Refine work by exploring ideas, selecting and experimenting AO3 Record ideas, observations and insights. AO4 Present a personal and meaningful response. ALL ABOVE SKILLS USED IN EACH PROJECT. Ob1 Develop work on film genres. dDscuss criteria for terms work. Ob2 Experiment with film poster ideas	To know what a genre is and be able to identify six genres of films. To understand how to conduct a survey. To identify and select images that are relevant to context.To make a striking informative title page that will attract an audience. To design and make a graph to show the preferences of film choices within the group	Discuss what a film genre is: look at different types of genres. Watch clips of films can the recognise what genre they are? Design a A4 page showing the different genres, Draw a graph to show results in the classroom. Conduct a survey about which films people watch, make a graph with the results On the whiteboard input results on a spreadsheet, and show how to select pie charts results, print one copy to photocopy for each students to add to their sketchbook. Find examples of how film poster have developed in the last hundred years. What makes a good poster, review ones shown on the board, discuss sucess criteria. Search on the internet to find images and fonts to use. Peer and self evaluation of title page, and research pages. Extension work Ideas an image print as a background for next piece of work.	Creative: Create a graph to show questionnaire rslts. Physical: Reflective:Discussion about films they like the best. Reasoning:Success criteria of a film poster Mindful:"	Produce a spider graph adding everything a film poster should contain.	Communicating different messages to people using poster designs. Show actual film poster designs. Visit by a graphic designer.
Ob2 Recap method oF printing. Ob3 Print a film image.	Make a printed background to use for a collage. Print a two coloured image based on a film genre.	Recap from last year. Demonstration of how to make a print using a polystyrene tile. Show exemplar examples. Find an image draw and colour before tracing/drawing on to a tile ready to print. Print design and repeat on a black background. wash tile and add more detail for the second colour to print. Construct a two coloured print ready to frame. Written work based on method of printing. Research printing methods. Show video on whiteboard.	"Creative:Make a print to use as a background design for a poster. Using a simple film image. Physical:Visit to cinema? Reflective: Reasoning: Mindful:"		CLAIG Graphic designer visit. Or visit to cinemas to see their points of sale.
Ob2 Refine and discuss layouts and a model head for film posters. Ob3 Start making a model head using a balloon and paper mache	construct different layouts for a collage based on a certain film genre. To identify an image to develop into a 3D sculptural head.	Discuss different layouts for a film poster, think about sizes and shapes of images and fonts. Practise different layouts with images. Design one A3 Film poster. (Visit by garaphic designer to dicuss their job, what they do) Make a collage using printed backgrounds from last week. Research ideas for a model 3D head to make from a film genre, find suitable images, draw one and use for your model. Start to blow up a balloon and use paper mache to cover as a base for mod-roc; next week. Plenary:- Self Evaluation mark on worksheet.	Creative: Designing a poster, printing techniques. Physical: Reflective: Success criteria to consider. Reasoning: Mindful:		Cross -Curicular. English . Annotations, layouts of posters. History- Film posters and how they have developed over time.
Ob2 Refine and discuss method of making a sculture, record in sketchbook. Ob3 make model head. Draw a small image of your intended model and colour.	To be able to develop a sculptural 3D head out of mod-roc. To be aware of health and safety issues working with materials.	Discuss making / method of sculptural head. Add two coats of mod-roc to the paper mache layer. Leave to dry. Write up method into sketchbooks with digital photos recording every stage. Draw and colour an image that you intend using for your sculptural head. Discuss work completed and storage until next week.	"Creative:Make model head out of balloon covered in paper mache then mod roc. Physical: Reflective: Reasoning:Health and safety issues Mindful:"		
Ob 2 refine/ discuss and annotate which posters they like the best giving reasons. Ob3 Continue with model head, painting design. Record with photos.	Annotation of film poster. Add features to 3D model head Drawing an image from a film character.	Annotation of a film poster. Group discussion. Recap Research film posters on the computer/ laptop find three and add to a A4 landscape sized paper, add text boxes to annotate, describing what they can see. Add features to the model head. Leave to dry. Paint when dry. Extension work: Draw a large image from a film or character from a film use any media, enlarge using a grid method. Self assessment marks/ grades.	"Creative:Add detail/ features to model head. Physical:use mod-rock Reflective:Annotate film poster designs using ICT. Reasoning: Mindful:"		

Ob 2 Experiment with a logo for a t-shirt design. Ob3 How to print an image onto a te-shirt using a transfer design.	Will be able to design a logo using more than two colours showing evidence of experimentation in their written folder. Will understand how to use ICT to make a transfer image that can be ironed onto a t-shirt.	To look at how logos are developed. Develop a logo from three different design ideas. Self and peer assessments of the best designs. Use a logo idea for your t-shirt design. Develop an idea for your T- Shirt design using ICT, print back to front so when its printed it will be the correct way, especially with writing on. Print using transfer paper and an iron. Write down the process, to copy up in sketchbooks. Start painting 3D head. End of ½ term assessment. Record by photograph.	"Creative: Design a logo, to add to a transfer t shirt design. Physical:Ironing transfer image onto t shirt. Reflective:Record method . Reasoning: Mindful:"		
Ob4 present three personal pieces of work for this project, a small A4 collage film poster. A 3D model head character from a film. A printed logo design on a t shirt.	Evaluate	Evaluation of film project. Give out projects and ask each student to mark their neighbours folder against the success criteria. Give time to improve work, and identify areas they would change if they could. Write an evaluation of their design project and making activities. Use differentiated writing frames given and type or write into sketchbooks. Discuss next terms project so they can find ideas or research the topic on the internet.	"Creative:Complete any outstanding work. Physical: Reflective: Peer marking of project. Reasoning: Mindful:Of what we are doing next term.		

HT5					
Skills	Knowledge	Knowledge Detail	Possible Activities	Recall Check+	Enrichment / Cultural Caipital / CEIAG / Cross-Curricular
AO1 Develop ideas through investigations AO2 Refine work by exploring ideas, selecting and experimenting AO3 Record ideas, observations and insights. AO4 Present a personal and meaningful response. ALL ABOVE SKILLS USED IN EACH PROJECT Ob1 Developing discussion skills looking at how to improve areas of the building or local areas. Ob3 Recording images on second lesson.	To identify different of representing ideas and values in public work. To identify features in the local environment and make choices about the most interesting aspects.	Public Art 2 LESSONS Look at how areas of towns, cities have been improved by wall drawings, graffiti or murals, sculptures etc. Talk to students about buildings in the local environment, i.e. houses, hotels, shop fronts, churches,industrial sites, department stores,sculptures around Whitehaven harbour, Workington town centre, show photographs to back up evidence. Ask different questions about what they can see around them in the local environment, that might need improvement. Discuss houses painted near Whitehaven harbour on concrete retaining wall at the edge of car park of streets from the past. Discuss, where they are located, and what ideas they represent, how are they protected from the environment. Encourage students to talk about their school environment, any places they could improve. Visits to local places to take photos and sketch, designs found. Discuss questions about each structure. Group discussions on ideas.	Creative:Ideas that could be improved in the locality or in the school environment? Physical: Reflective:Why do areas need improving Reasoning: Mindful:	Discussion on what areas you have researched today that you think could be improved, any around the school?	Enrichment / Cultural Caipital Communicating messages to people using murals to brighten ares in different drab areas.
Ob1 Identify areas of the school site that could be improved. Ob3 Record ideas and questions to ask school community.	To identify topics that could be used in a wall display. To design and make surveys and questionnaires, to ask teachers and students within the school their thoughts.	Art site’ Discuss areas within their school that need to be updated, where their ideas could be utilised to improve the school environment. Walk round the site and look at the wall display area near the corner room. This area could do with a facelift, measure space and sizes reduced to design on paper. In groups or two’s discuss what type of topic could be designed on the wall to depict learning and activities done in or by the centre, or should it be purely be a scene of the local environment. Write down some questions that could be asked to certain teachers, students about the type of design they would like. Survey questions? Type up in the computer room. Differentiated sheets to help students, complete this task. Ask people, select topics, draw design ideas in sketchbooks. Ideas written on the board. Vote on topics. College trip? Homework: Design ideas. (individual)	Creative:Survey designed. Physical:Visit Tto Whitehaven or Workington. Walk around school to discuss areas. Reflective: How could ares be improved. Reasoning: Mindful:	Update on work completed note deadline.	CEIAG Painting and decorating jobs. College trip to watch trainees. Town planners..
Ob 1 Discuss advantages and disadvantages of working on the school site. Choose final site. Ob2 Refine ideas using three images found on visits, and think of designs and topics that could be used. Discussion students strengths etc.	To record and collect visual information relevant to the purpose. To be able to look at evidence and reach conclusions about their ideas	Art in Location. 2 Lessons Explain that the students are to find lots of visual references to the chosen topic on the internet. Then design at least three ideas. in their sketchbooks to develop. Look at the actual size of the space and draw designs to scale. How to do this take measurements and a photo and scale down using a grid, draw outline on paper. Use different tools and materials available, experiment and explore different layouts and imaginative ideas record all ideas in their sketchbooks. Annotate each one. Class to choose one idea after consultation with rest of the school. Selection of chosen design, discussion on how to divide into areas to paint. Discuss students strengths and weaknesses for painting certain areas. Evaluations in sketchbooks. Self, peer and teacher assessments	Creative: Discussion /designing ideas on improving areas in the locality. Physical:Taking digital photos and measuring space to develop. Reflective:What materials to use. Reasoning:Length of time to consider, strenths and weakness of everyones pinting skills. Mindful:	Test on Key Words.	Cross-Curricular. History, wall murals used at different times and places to brighten up areas could be tempory or permanent. Maths. Measure models on card. English annotating and recording in sketchbooks. Geography locations.

Ob2 Record ideas, choose final design for a mural in the school. Ob3 record by drawing out design in pencil on wall chosen. Other work to do whilst some students work on the wall mural Ob1 Research street art.	To work with a variety of textures and colours to make a 2D mural on the corridor wall. To make a significant contribution to a large scale project.	Large scale designs. 3 LESSONS Square up the design, using the measurements of the space. Select students to cover old display with white paint. When area is dry, scale up background ready to enlarge the actual design. Assign students to paint selected areas. Set students off to work on clearly defined tasks towards completion. Record every stage of the design process with photographs to add to their sketchbooks, at the end of each week. Differentiated worksheet (looking at street art that has already improved some areas in london) if work has to stop for reason beyond teacher control. The lessons below will be used in conjunction with the painting of the mural.	Creative:Painting white background, squaring up design. Physical:painting base white. Reflective: Reasoning:cleaning up time after each session before next lesson. Mindful: Discussing with students what they would like to paint allocating them tasks that they agree with.	Verbal feedback on what they have completed each lesson. Recap painting criteria skills.	
Ob3 Continuation of wall mural. Other work to do whilst some students work on the wall mural Ob 1 Research on different street artists and in different cultures. Ob3 Record relief work by Frank Stella.		Display a wide range of visual resources, representing various cultures, times, values, scales and materials. Ask the students questions about these pictures. Draw attention to the diversity of materials used by artists and craftspeople. Look at work by Frank Stella, relief proposals. Egyptian sculptures, Easter Island moan etc. Record some of these design ideas into sketchbooks, adding notes on why and how they were constructed. Refer to previous 2D work and think of areas to develop in 3D materials. Discuss as a group what type of materials could be used if they each chose a small area of the 2D design and reproduced it into 3D to make it free standing. Homework: Decide on ideas to make your design 3D how to make it stand up?	Creative:loking at how areas were improved throughout history. Designing and recording these ideas. Making 3D model Physical: Reflective:Disssussion in groups. Reasoning: Mindful: "	Which artiist's work do they like best, write a short paragraph in sketchbooks.	
Ob2 Experiment with a small model design in card similar to the artist's work Frank Stella, practise construction techniques.		Maquette's.(Small model) Ask the students to refer to their sketchbooks and to develop a Maquette that reflects their design ideas. Look at the materials available and encourage them to explore and experiment with some of them, reminding them of how basis shapes need to be constructed before adding smaller features. Remind them of various fixing and joining methods.Look at and experiment with various applied techniques for adding textures. Discuss various methods of adding colour to the different surfaces. Take digital photo's of each of their work from different angles. To use next week. Select good practice with material selection and applied technique, share with class. Differentiated assessment sheets.	Creative: Create a model looking at images used for wall mural to brighten up towns. Physical: Cutting card. Reflective:On designs used. Reasoning: Mindful:	spider graph on all types of images used to brighten up drab walls/ areas in towns or cities.	
Ob 2 Experiment with digital images in towns that you could add your own designs using copy and paste when you images have been reduced.		Digital sitting. Remind the students of the original theme of work in public places, discuss ideas for places for their 3D work. Where would be the best places to display? Write ideas into sketchbooks. Use digital pictures of their small sculptures and superimpose onto blank spaces such as a wall in a street scene found on the internet, print off designs copy and paste onto a word document. show how to achieve on the whiteboard. Using the computer manipulate the images of their work and the locations. Present in sketchbooks. Look at the manipulations of new sites for their work and encourage comments from the group of the suitability of the arrangements. End of term work: Assessment sheets on work completed this term. Students assessing teachers work.	Creative ICT manipulation of 3D model onto street scene. Physical: Completing model Reflective:Chooseing sites to add imes to. Reasoning: Mindful:	Assessment processes.	

HT6					
Skills	Knowledge	Knowledge Detail	Possible Activities	Recall Check+	Enrichment / Cultural Capital / CEIAG / Cross-Curricular
AO1 Develop ideas through investigations. AO2 Refine work by exploring ideas, selecting and experimenting. AO3 Record ideas, observations and insights. AO4 Present a personal and meaningful response. ALL ABOVE SKILLS USED IN EACH PROJECT . Ob3 Continue with wall mural. Ob3 recording evaluation of last work, and what needs completing. Objective 1 Research Street Art.	To ask and answer questions that contribute to extended discussions. To use a variety of sentence structures when describing and evaluating their work.	Complete any outstanding work on large piece from last half.term4weeks , can be completed by working along side this topic. Evaluating and developing. Recap work done. How did we start this project, what were the most important things to consider when researching and developing ideas? etc. Ask the students to talk in pairs and write in their sketchbooks relating the criteria to their finished display. Write specific aspects of the work on the board asking them to comment on the statements, making illustrative or explanatory diagrams. Review students work. Look at how artists have improved space within different interior and exterior places. whiteboard verbal communication. Research some street art such as Banksy , and street pavement artists that bright up streets abroad even though they are temporary. Look at sand artists and artists that decorate the beach using stone art. Maybe a visit to St Bees beach to produce scultures in pebbles? Depending upon the weather and other activities.	Creative:Add record to sketchbook. Visit? Physical:Making pebble sculptures? Reflective:Annotate wall displays found. Reasoning: Mindful:	Test can they name one artist describing work they have made to decorate the environment.	Please see first half term

Ob1 Develop and investigate how different cultures have improved their environments using sculptures, decoration and monuments. Ob3 Record ideas.	Students will be able to identify ways in which the environment is used in different times and cultures to reflect celebrations and events.	Display a wide range of visual resources, representing various cultures, times, values, scales and materials. Ask the students questions about these pictures. Draw attention to the diversity of materials used by artists and craftspeople. Look at work by Frank Stella, relief proposals. Egyptian sculptures, Easter Island men etc. Record some of these design ideas into sketchbooks, adding notes on why and how they were constructed. Refer to previous 2D work and think of areas to develop in 3D materials. Discuss as a group what type of materials could be used if they each chose a small area of the 2D design and reproduced it into 3D to make it free standing. Homework: Decide on ideas to make your design 3D and how to make it stand up?	Creative:produce a small scales down model to add a design to. Physical: Reflective:On how artists throughout history decorated spaces. Reasoning: Mindful:	Can they name three examples of images shown on the board at the start of the lesson.
Ob3 Record work completed today on the beach, making stone or shell sculptres in the sand.	To make decisions on materials shapes and forms. To make drawings from direct observations, using shape and tone.	Visit to St Bees (or another area)beach to produce sculptures in pebbles or shells? Depending upon the weather and other activities. Take digital images for sketchbook of final designs.	Creative:Visit to make pebble sculptures. Take digital photos. Physical: making the designs, collecting shells and pebbles. Reflective: Reasoning:what design to make. Mindful:	Discuss work completed today in twos describing what you made.
End of term TEST. Ob4 Present a personal response.	To use IT packages to show how their work could be presented. To organise and present information in different ways. To adapt and refine their work. To manipulate combined images of their work	Maquette's. 3 LESSONS. 1st lesson. End of term test. Complete own research, finding different artists, can be completed in any media. Ask the students to refer to their sketchbooks and to develop a Maquette that reflects their design ideas. Look at the materials available and encourage them to explore and experiment with some of them, reminding them of how basis shapes need to be constructed before adding smaller features .Research various fixing and joining methods. record different methods in sketchbooks. Experiment with various applied techniques for adding textures. Discuss various methods of adding colour to the different surfaces.Take digital photo's of each of their work from different angles. Select good practice with material selection and applied technique, share with class. Differentiated assessment sheets.	Creative:make a scaled down image of a mural, using added shapes to the surface. Physical:Making 3D card template of a mural. Reflective:Decide on colours to use. Reasoning:How to join the materials togetherR. Mindful:	Annotate at the end of the next three lessons what you have achieved this lesson.
Ob4 Present a personal response.		Maquette's. 2nd Lesson Ask the students to refer to their sketchbooks and to develop a Maquette that reflects their design ideas. Look at the materials available and encourage them to explore and experiment with some of them, reminding them of how basis shapes need to be constructed before adding smaller features. Look at / research various fixing and joining methods. record different methods in sketchbooks. Experiment with various applied techniques for adding textures. Discuss various methods of adding colour to the different surfaces. Take digital photo's of each of their work from different angles. Select good practice with material selection and applied technique, share with class. Differentiated assessment sheets.	Creative:Manipulating images using ICT. Physical: Reflective:Assessment. Reasoning: Mindful:	Annotate what you have achieved this lesson.
Ob4 Present a personal response.		Maquette's. 3rd Lesson Ask the students to refer to their sketchbooks and to develop a Maquette that reflects their design ideas. Look at the materials available and encourage them to explore and experiment with some of them, reminding them of how basis shapes need to be constructed before adding smaller features. Look at / research various fixing and joining methods. record different methods in sketchbooks. Experiment with various applied techniques for adding textures. Discuss various methods of adding colour to the different surfaces. Take digital photo's of each of their work from different angles. Select good practice with material selection and applied technique, share with class. Differentiated assessment sheets.	Creative:Manipulating images using ICT. Physical: Reflective:Assessment. Reasoning: Mindful:	Annotate what you have achieved this lesson.
Ob4 Present a personal response.		Digital sitting. Remind the students of the original theme of work in public places, discuss ideas for places for their 3D work. Where would be the best places to display? Write ideas into sketchbooks. Use pictures of their sculptures and put them next to ones found in the local area in their sketchbooks. Using the computer manipulate the images of their work on locations found. Present in sketchbooks. Annotate. Look at the manipulations of new sites for their work and encourage comments from the group of the suitability of the arrangements. Teacher Assessment, and Self Assessment for terms work.	Creative: Physical: Reflective:Assessment. Reasoning: Mindful:	Assessment for end of term.