

Art and Design       7       2 Second Half         Topic         Colour Theory Colour Sculpture         Content (Intent)         Prior Learning (Topic) Useful If KSI KS2 Pupils have some knowledge and experience of colour theory.         KSI KS2 Pupils have experience of handling paint.         Y Colour Theory         To embed and strengthen their knowledge and experience of colour pupils will learn how the theme has been explored by others. They will investigate the work of Frank Stella and Sonia Delaunay to act as inspiration to create their own colour themed sculpture. <ul> <li>Pupils will be introduced to the work of Frank Stella and Sonia Delaunay</li> <li>Who are they? What type of work does they produce? How would you describe it?, How is it different to what you may have seen before? ABSTRACT NON-REPRESENTATIONAL – What is "context", what inspired them?</li> <li>Pupils will sepriment with translating 2D ideas into 3D objects.</li> <li>They will design and make a "frame" in or around which to "display" their painting. Pupils will be encouraged to question the convention of how art is viewed and displayed.</li> <li>Future Learning (Topic)</li> <li>Y Pupils will be introduced to the artists that will inspire their painting project. They will present research, imagery and personal response in a manner that reflects the artists style and influence.</li> <li>Pupils will draw upon numerous different image sources to inspire their own work. These will be based around discussion and examples of context explained by staff.</li> <li>Pupils will consider the use of form and space by presenting their two-dimensional</li></ul>	Subject	Year		Term	
Colour Theory Colour Sculpture         Content (Intent)         Prior Learning (Topic) Useful If         KSI KS2 Pupils have some knowledge and experience of colour theory.         KSI KS2 Pupils have experience of handling paint.         Y7 Colour Theory       To embed and strengthen their knowledge and experience of colour pupils will learn how the theme has been explored by others. They will investigate the work of Frank Stella and Sonia Delaunay to act as inspiration to create their own colour themed sculpture.         • Pupils will be introduced to the work of Frank Stella and Sonia Delaunay         Who are they? What type of work does they produce? How would you describe it?, How is it different to what you may have seen before? ABSTRACT NON-REPRESENTATIONAL – What is "context", what inspired them?         • Pupils will use artist research and found imagery in addition to drawn shapes to create a personal design.         • Pupils will design and make a "frame" in or around which to "display" their painting. Pupils will be encouraged to question the convention of how art is viewed and displayed.         Future Learning (Topic)         Y7 Litter Bugs       How will your understanding be assessed & recorded (Impact)         1. Pupils will be introduced to the artists that will inspire their painting project. They will present research, imagery and personal response in a manner that reflects the artists style and influence.       How will your understanding be the selection of appropriate imagery.         A pupils will draw upon numero	Art and Design	7		2 Second Half	
Content (Intent)         Prior Learning (Topic) Useful If         KS1 KS2 Pupils have some knowledge and experience of colour theory.         KS1 KS2 Pupils have experience of handling paint.         Y7 Colour Theory         To embed and strengthen their knowledge and experience of colour pupils will learn how the theme has been explored by others. They will investigate the work of Frank Stella and Sonia Delaunay to act as inspiration to create their own colour themed sculpture.         Pupils will be introduced to the work of Frank Stella and Sonia Delaunay         Who are they? What type of work does they produce? How would you describe it?, How is it different to what you may have seen before? ABSTRACT NON-REPRESENTATIONAL – What is "context", what inspired them?         Pupils will use artist research and found imagery in addition to drawn shapes to create a personal design.         Pupils will design and make a "frame" in or around which to "display" their painting. Pupils will be encouraged to question the convention of how art is viewed and displayed.         Future Learning (Topic)         Y7 Litter Bugs         How will knowledge and skills be taught?         Inpermentation)         1. Pupils will derive the artists that will inspire their painting project. They will present research, imagery and personal response in a manner that reflects the artists style and influence.         2. Pupils will draw upon numerous different image sources to inspire their own work. These will be assessed & recorded (Impaut)         They will apply their colour theory knowledge an		Торіс			
Prior Learning (Topic) Useful If         KS1 KS2 Pupils have some knowledge and experience of colour theory.         KS1 KS2 Pupils have some knowledge and experience of colour pupils will learn how the theme has been explored by others. They will investigate the work of Frank Stella and Sonia Delaunay to act as inspiration to create their own colour themed sculpture. <ul> <li>Pupils will be introduced to the work of Frank Stella and Sonia Delaunay to act as inspiration to create their own colour themed sculpture.</li> <li>Pupils will be introduced to the work of Frank Stella and Sonia Delaunay to act as inspiration to create their own colour themed sculpture.</li> <li>Pupils will be introduced to the work of Frank Stella and Sonia Delaunay to act as inspiration to create their own colour themed sculpture.</li> <li>Pupils will use artist research and found imagery in addition to drawn shapes to create a personal design.</li> <li>Pupils will experiment with translating 2D ideas into 3D objects.</li> <li>They will design and make a "frame" in or around which to "display" their painting. Pupils will be encouraged to question the convention of how art is viewed and displayed.</li> </ul> <li>Future Learning (Topic)         <ul> <li>Y1 Uter Bugs</li> <li>How will knowledge and skills be taught?</li> <li>How will wowl understanding be assessed &amp; recorded (Impact)</li> </ul> </li> <li>Pupils will be introduced to the artists that will inspire their painting project. They will present research, imagery and personal response in a manner that reflects the artists style and influence.</li> <li>Pupils will draw upon numerous different image sources to inspire their own work. These will be abset to down an understanding of cont</li>	Colour Theory Colour Scul	pture			
KS1 KS2 Pupils have some knowledge and experience of colour theory.         KS1 KS2 Pupils have experience of handling paint.         Y7 Colour Theory         To embed and strengthen their knowledge and experience of colour pupils will learn how the theme has been explored by others. They will investigate the work of Frank Stella and Sonia Delaunay to act as inspiration to create their own colour themed sculpture.         Pupils will be introduced to the work of Frank Stella and Sonia Delaunay         Who are they? What type of work does they produce? How would you describe it?, How is it different to what you may have seen before? ABSTRACT NON-REPRESENTATIONAL – What is "context", what inspired them?         Pupils will use artist research and found imagery in addition to drawn shapes to create a personal design.         Pupils will earn how the translating 2D ideas into 3D objects.         They will design and make a "frame" in or around which to "display" their painting. Pupils will be encouraged to guestion the convention of how art is viewed and displayed.         Future Learning (Topic)       Y7 Utter Bugs         How will knowledge and skills be taught?       How will your understanding be assessed & recorded (Impact)         1. Pupils will be introduced to the artists that will inspire their painting project. They will presman ersearch, imagery and personal response in a manner that reflects the artists style and influence.       THIS IS A KEY LEARNING TASK- REFER TO PROJECT ASSESMENT SHEET IN PUPILS' SKETCHBOOK         2. Pupils will draw upon numerous different image sources to inspire their own work. These will be based or on discussion	Content (Intent)				
KS1 KS2 Pupils have experience of handling paint.         Y7 Colour Theory         To embed and strengthen their knowledge and experience of colour pupils will learn how the theme has been explored by others. They will investigate the work of Frank Stella and Sonia Delaunay to act as inspiration to create their own colour themed sculpture.         • Pupils will be introduced to the work of Frank Stella and Sonia Delaunay         Who are they? What type of work does they produce? How would you describe it?, How is it different to what you may have seen before? ABSTRACT NON-REPRESENTATIONAL – What is "context", what inspired them?         • Pupils will use artist research and found imagery in addition to drawn shapes to create a personal design.         • Pupils will experiment with translating 2D ideas into 3D objects.         • They will design and make a "frame" in or around which to "display" their painting. Pupils will be encouraged to question the convention of how art is viewed and displayed.         Future Learning (Topic)       Y7 Litter Bugs         Y7 Litter Bugs       How will your understanding be assessed & recorded (Impact)         1. Pupils will be introduced to the artists that will inspire their painting project. They will presman research, imagery and personal response in a manner that reflects the artists style and influence.       THIS IS A KEY LEARNING TASK- REFER TO PROJECT ASSESSMENT SHEET IN PUPILS' SKETCHBOOK         2. Pupils will draw upon numerous different image sources to inspire their own work. These will be based around discussion and examples of context explained by staff.       Pupils will be expected to show an understanding of con					
<ul> <li>17 Colour Theory</li> <li>To embed and strengthen their knowledge and experience of colour pupils will learn how the theme has been explored by others. They will investigate the work of Frank Stella and Sonia Delaunay</li> <li>Pupils will be introduced to the work of Frank Stella and Sonia Delaunay</li> <li>Who are they? What type of work does they produce? How would you describe it?, How is it different to what you may have seen before? ABSTRACT NON-REPRESENTATIONAL – What is "context", what inspired them?</li> <li>Pupils will use artist research and found imagery in addition to drawn shapes to create a personal design.</li> <li>Pupils will experiment with translating 2D ideas into 3D objects.</li> <li>They will design and make a "frame" in or around which to "display" their painting. Pupils will be encouraged to question the convention of how art is viewed and displayed.</li> <li>Future Learning (Topic) Y7 Litter Bugs</li> <li>How will knowledge and skills be taught? (Implementation)</li> <li>Pupils will be introduced to the artists that will inspire their painting project. They will present research, imagery and personal response in a manner that reflects the artists style and influence.</li> <li>Pupils will draw upon numerous different image sources to inspire their own work. These will be based around discussion and examples of context explained by staff.</li> <li>Pupils will apply their colour theory knowledge and paint techniques to add colour.</li> <li>Pupils will consider the use of form and space by presenting their two-dimensional outcome in a three-dimensional manner (maquette).</li> </ul>			theory.		
<ul> <li>been explored by others. They will investigate the work of Frank Stella and Sonia Delaunay to act as inspiration to create their own colour themed sculpture.</li> <li>Puplis will be introduced to the work of Frank Stella and Sonia Delaunay Who are the? What type of work does they produce? How would you describe it?, How is it different to what you may have seen before? ABSTRACT NON-REPRESENTATIONAL – What is "context", what inspired them?</li> <li>Puplis will use artist research and found imagery in addition to drawn shapes to create a personal design.</li> <li>Puplis will experiment with translating 2D ideas into 3D objects.</li> <li>They will design and make a "frame" in or around which to "display" their painting. Pupils will be encouraged to question the convention of how art is viewed and displayed.</li> <li>Future Learning (Topic)</li> <li>Y7 Litter Bugs</li> <li>How will knowledge and skills be taught?</li> <li>(Implementation)</li> <li>Pupils will be introduced to the artists that will inspire their painting project. They will present research, imagery and personal response in a manner that reflects the artists style and influence.</li> <li>Pupils will draw upon numerous different image sources to inspire their own work. These will be based around discussion and examples of context explained by staff.</li> <li>Pupils will apply their colour theory knowledge and paint techniques to add colour.</li> <li>Pupils will consider the use of form and space by presenting their two-dimensional outcome in a three-dimensional manner (maquette).</li> </ul>					
<ul> <li>inspiration to create their own colour themed sculpture.</li> <li>Pupils will be introduced to the work of Frank Stella and Sonia Delaunay</li> <li>Who are they? What type of work does they produce? How would you describe it?, How is it different to what you may have seen before? ABSTRACT NON-REPRESENTATIONAL – What is "context", what inspired them?</li> <li>Pupils will use artist research and found imagery in addition to drawn shapes to create a personal design.</li> <li>Pupils will use artist research and found imagery in addition to drawn shapes to create a personal design.</li> <li>Pupils will use periment with translating 2D ideas into 3D objects.</li> <li>They will design and make a "frame" in or around which to "display" their painting. Pupils will be encouraged to question the convention of how art is viewed and displayed.</li> <li>Future Learning (Topic)</li> <li>Y7 Litter Bugs</li> <li>How will your understanding be assessed &amp; recorded (Impact)</li> <li>Pupils will be introduced to the artists that will inspire their painting project. They will present research, imagery and personal response in a manner that reflects the artists style and influence.</li> <li>Pupils will draw upon numerous different image sources to inspire their own work. These will be based around discussion and examples of context explained by staff.</li> <li>Pupils will apply their colour theory knowledge and paint techniques to add colour.</li> <li>Pupils will consider the use of form and space by presenting their two-dimensional outcome in a three-dimensional manner (maquette).</li> </ul>	·	wledge and experience	e of colour p	upils will learn how the theme has	
<ul> <li>Pupils will be introduced to the work of Frank Stella and Sonia Delaunay Who are they? What type of work does they produce? How would you describe it?, How is it different to what you may have seen before? ABSTRACT NON-REPRESENTATIONAL – What is "context", what inspired them?</li> <li>Pupils will use artist research and found imagery in addition to drawn shapes to create a personal design.</li> <li>Pupils will experiment with translating 2D ideas into 3D objects.</li> <li>They will design and make a "frame" in or around which to "display" their painting. Pupils will be encouraged to question the convention of how art is viewed and displayed.</li> <li>Future Learning (Topic) Y7 Litter Bugs</li> <li>How will knowledge and skills be taught?         <ul> <li>Implementation)</li> <li>Pupils will be introduced to the artists that will inspire their painting project. They will present research, imagery and personal response in a manner that reflects the artists style and influence.</li> </ul> </li> <li>Pupils will draw upon numerous different image sources to inspire their own work. These will be based around discussion and examples of context explained by staff.</li> <li>Pupils will apply their colour theory knowledge and paint techniques to add colour.</li> <li>Pupils will consider the use of form and space by presenting their two-dimensional outcome in a three-dimensional manner (maquette).</li> </ul>		-	Frank Stella	and Sonia Delaunay to act as	
<ul> <li>Who are they? What type of work does they produce? How would you describe it?, How is it different to what you may have seen before? ABSTRACT NON-REPRESENTATIONAL – What is "context", what inspired them?</li> <li>Pupils will use artist research and found imagery in addition to drawn shapes to create a personal design.</li> <li>Pupils will experiment with translating 2D ideas into 3D objects.</li> <li>They will design and make a "frame" in or around which to "display" their painting. Pupils will be encouraged to question the convention of how art is viewed and displayed.</li> <li>Future Learning (Topic)</li> <li>Y7 Litter Bugs</li> <li>How will knowledge and skills be taught?</li> <li>Implementation)</li> <li>Pupils will be introduced to the artists that will inspire their painting project. They will present research, imagery and personal response in a manner that reflects the artists style and influence.</li> <li>Pupils will draw upon numerous different image sources to inspire their own work. These will be based around discussion and examples of context explained by staff.</li> <li>Pupils will apply their colour theory knowledge and paint techniques to add colour.</li> <li>Pupils will consider the use of form and space by presenting their two-dimensional outcome in a three-dimensional manner (maquette).</li> </ul>	-	•	a and Cania I	Delaurau	
<ul> <li>different to what you may have seen before? ABSTRACT NON-REPRESENTATIONAL – What is "context", what inspired them?</li> <li>Pupils will use artist research and found imagery in addition to drawn shapes to create a personal design.</li> <li>Pupils will experiment with translating 2D ideas into 3D objects.</li> <li>They will design and make a "frame" in or around which to "display" their painting. Pupils will be encouraged to question the convention of how art is viewed and displayed.</li> <li>Future Learning (Topic)</li> <li>Y7 Litter Bugs</li> <li>How will knowledge and skills be taught?</li> <li>How will your understanding be assessed &amp; recorded (Impact)</li> <li>Pupils will be introduced to the artists that will inspire their painting project. They will present research, imagery and personal response in a manner that reflects the artists style and influence.</li> <li>Pupils will draw upon numerous different image sources to inspire their own work. These will be based around discussion and examples of context explained by staff.</li> <li>Pupils will apply their colour theory knowledge and paint techniques to add colour.</li> <li>Pupils will consider the use of form and space by presenting their two-dimensional outcome in a three-dimensional manner (maquette).</li> </ul>				-	
<ul> <li>Pupils will use artist research and found imagery in addition to drawn shapes to create a personal design.</li> <li>Pupils will experiment with translating 2D ideas into 3D objects.</li> <li>They will design and make a "frame" in or around which to "display" their painting. Pupils will be encouraged to question the convention of how art is viewed and displayed.</li> <li>Future Learning (Topic)</li> <li>Y7 Litter Bugs</li> <li>How will knowledge and skills be taught?</li> <li>(Implementation)</li> <li>Pupils will be introduced to the artists that will inspire their painting project. They will present research, imagery and personal response in a manner that reflects the artists style and influence.</li> <li>Pupils will draw upon numerous different image sources to inspire their own work. These will be based around discussion and examples of context explained by staff.</li> <li>Pupils will apply their colour theory knowledge and paint techniques to add colour.</li> <li>Pupils will consider the use of form and space by presenting their two-dimensional outcome in a three-dimensional manner (maquette).</li> </ul>		• •		•	
<ul> <li>design.</li> <li>Pupils will experiment with translating 2D ideas into 3D objects.</li> <li>They will design and make a "frame" in or around which to "display" their painting. Pupils will be encouraged to question the convention of how art is viewed and displayed.</li> <li>Future Learning (Topic)</li> <li>Y7 Litter Bugs</li> <li>How will knowledge and skills be taught?</li> <li>How will your understanding be assessed &amp; recorded (Impact)</li> <li>1. Pupils will be introduced to the artists that will inspire their painting project. They will present research, imagery and personal response in a manner that reflects the artists style and influence.</li> <li>2. Pupils will draw upon numerous different image sources to inspire their own work. These will be based around discussion and examples of context explained by staff.</li> <li>Pupils will paply their colour theory knowledge and paint techniques to add colour.</li> <li>Pupils will consider the use of form and space by presenting their two-dimensional outcome in a three-dimensional manner (maquette).</li> <li>Pupils will be expected to demonstrate consideration of the differences between 2D and 3D artworks. This will be evidenced</li> </ul>	"context", what inspired the	em?			
<ul> <li>Pupils will experiment with translating 2D ideas into 3D objects.</li> <li>They will design and make a "frame" in or around which to "display" their painting. Pupils will be encouraged to question the convention of how art is viewed and displayed.</li> <li>Future Learning (Topic)</li> <li>Y7 Litter Bugs</li> <li>How will knowledge and skills be taught?</li> <li>(Implementation)</li> <li>Pupils will be introduced to the artists that will inspire their painting project. They will present research, imagery and personal response in a manner that reflects the artists style and influence.</li> <li>Pupils will draw upon numerous different image sources to inspire their own work. These will be based around discussion and examples of context explained by staff.</li> <li>They will apply their colour theory knowledge and paint techniques to add colour.</li> <li>Pupils will consider the use of form and space by presenting their two-dimensional uncome in a three-dimensional manner (maquette).</li> </ul>	-	h and found imagery in	addition to	drawn shapes to create a personal	
<ul> <li>They will design and make a "frame" in or around which to "display" their painting. Pupils will be encouraged to question the convention of how art is viewed and displayed.</li> <li>Future Learning (Topic)         Y7 Litter Bugs     </li> <li>How will knowledge and skills be taught?         (Implementation)         How will your understanding be assessed &amp; recorded (Impact)     </li> <li>Pupils will be introduced to the artists that will inspire their painting project. They will present research, imagery and personal response in a manner that reflects the artists style and influence.     </li> <li>Pupils will draw upon numerous different image sources to inspire their own work. These will be based around discussion and examples of context explained by staff.</li> <li>They will apply their colour theory knowledge and paint techniques to add colour.</li> <li>Pupils will consider the use of form and space by presenting their two-dimensional outcome in a three-dimensional manner (maquette).</li> </ul>	-	translating 2D ideas int	a 2D abjects		
encouraged to question the convention of how art is viewed and displayed.         Future Learning (Topic)         Y7 Litter Bugs         How will knowledge and skills be taught? (Implementation)       How will your understanding be assessed & recorded (Impact)         1. Pupils will be introduced to the artists that will inspire their painting project. They will present research, imagery and personal response in a manner that reflects the artists style and influence.       THIS IS A KEY LEARNING TASK- REFER TO PROJECT ASSESSMENT SHEET IN PUPILS' SKETCHBOOK         2. Pupils will draw upon numerous different image sources to inspire their own work. These will be based around discussion and examples of context explained by staff.       Pupils will be expected to show an understanding of context and what inspired the artists studied. They will be able to demonstrate their understanding by the selection of appropriate imagery.         They will apply their colour theory knowledge and paint techniques to add colour.       Annotation of design work will demonstrate careful consideration of colour and techniques based on the knowledge and skills taught previously.         3. Pupils will consider the use of form and space by presenting their two-dimensional outcome in a three-dimensional manner (maquette).       Pupils will be expected to demonstrate consideration of the differences between 2D and 3D artworks. This will be evidenced		-	•		
Future Learning (Topic) Y7 Litter BugsHow will knowledge and skills be taught? (Implementation)How will your understanding be assessed & recorded (Impact)1. Pupils will be introduced to the artists that will inspire their painting project. They will present research, imagery and personal response in a manner that reflects the artists style and influence.How will your understanding be assessed & recorded (Impact)2. Pupils will draw upon numerous different image sources to inspire their own work. These will be based around discussion and examples of context explained by staff.Pupils will be expected to show an understanding of context and what inspired the artists studied. They will be able to demonstrate their understanding by the selection of appropriate imagery.They will apply their colour theory knowledge and paint techniques to add colour.Annotation of design work will demonstrate careful consideration of colour and techniques based on the knowledge and skills taught previously.3. Pupils will consider the use of form and space by presenting their two-dimensional outcome in a three-dimensional manner (maquette).Pupils will be expected to demonstrate consideration of the differences between 2D and 3D artworks. This will be evidenced					
How will knowledge and skills be taught? (Implementation)How will your understanding be assessed & recorded (Impact)1. Pupils will be introduced to the artists that will inspire their painting project. They will present research, imagery and personal response in a manner that reflects the artists style and influence.THIS IS A KEY LEARNING TASK- REFER TO PROJECT ASSESSMENT SHEET IN PUPILS'2. Pupils will draw upon numerous different image sources to inspire their own work. These will be based around discussion and examples of context explained by staff.Pupils will be expected to show an understanding of context and what inspired the artists studied. They will be able to demonstrate their understanding by the selection of appropriate imagery.3. Pupils will consider the use of form and space by presenting their two-dimensional outcome in a three-dimensional manner (maquette).Annotation of design work will demonstrate consideration of the differences between 2D and 3D artworks. This will be evidenced					
(Implementation)assessed & recorded (Impact)1. Pupils will be introduced to the artists that will inspire their painting project. They will present research, imagery and personal response in a manner that reflects the artists style and influence.THIS IS A KEY LEARNING TASK- REFER TO PROJECT ASSESSMENT SHEET IN PUPILS' SKETCHBOOK2. Pupils will draw upon numerous different image sources to inspire their own work. These will be based around discussion and examples of context explained by staff.Pupils will be expected to show an understanding of context and what inspired the artists studied. They will be able to demonstrate their understanding by the selection of appropriate imagery.They will apply their colour theory knowledge and paint techniques to add colour.Annotation of design work will demonstrate careful consideration of colour and techniques based on the knowledge and skills taught previously.3. Pupils will consider the use of form and space by presenting their two-dimensional outcome in a three-dimensional manner (maquette).Pupils will be expected to demonstrate consideration of the differences between 2D and 3D artworks. This will be evidenced	-				
<ol> <li>Pupils will be introduced to the artists that will inspire their painting project. They will present research, imagery and personal response in a manner that reflects the artists style and influence.</li> <li>Pupils will draw upon numerous different image sources to inspire their own work. These will be based around discussion and examples of context explained by staff.</li> <li>They will apply their colour theory knowledge and paint techniques to add colour.</li> <li>Pupils will consider the use of form and space by presenting their two-dimensional outcome in a three-dimensional manner (maquette).</li> <li>THIS IS A KEY LEARNING TASK- REFER TO PROJECT ASSESSMENT SHEET IN PUPILS' SKETCHBOOK</li> <li>Pupils IS will be expected to show an understanding of context and what inspired the artists studied. They will be able to demonstrate their understanding by the selection of appropriate imagery.</li> <li>Annotation of design work will demonstrate careful consideration of colour and techniques based on the knowledge and skills taught previously.</li> </ol>		be taught?			
<ul> <li>inspire their painting project. They will present research, imagery and personal response in a manner that reflects the artists style and influence.</li> <li>Pupils will draw upon numerous different image sources to inspire their own work. These will be based around discussion and examples of context explained by staff.</li> <li>They will apply their colour theory knowledge and paint techniques to add colour.</li> <li>Pupils will consider the use of form and space by presenting their two-dimensional outcome in a three-dimensional manner (maquette).</li> </ul>					
<ul> <li>research, imagery and personal response in a manner that reflects the artists style and influence.</li> <li>Pupils will draw upon numerous different image sources to inspire their own work. These will be based around discussion and examples of context explained by staff.</li> <li>They will apply their colour theory knowledge and paint techniques to add colour.</li> <li>Pupils will consider the use of form and space by presenting their two-dimensional outcome in a three-dimensional manner (maquette).</li> <li>Republic will be expected to demonstrate consideration of the differences between 2D and 3D artworks. This will be evidenced</li> </ul>	•				
<ul> <li>manner that reflects the artists style and influence.</li> <li>Pupils will draw upon numerous different image sources to inspire their own work. These will be based around discussion and examples of context explained by staff.</li> <li>They will apply their colour theory knowledge and paint techniques to add colour.</li> <li>Pupils will consider the use of form and space by presenting their two-dimensional outcome in a three-dimensional manner (maquette).</li> <li>Pupils will be expected to demonstrate consideration of the differences between 2D and 3D artworks. This will be evidenced</li> </ul>			PROJECT		
<ul> <li>2. Pupils will draw upon numerous different image sources to inspire their own work. These will be based around discussion and examples of context explained by staff.</li> <li>They will apply their colour theory knowledge and paint techniques to add colour.</li> <li>3. Pupils will consider the use of form and space by presenting their two-dimensional outcome in a three-dimensional manner (maquette).</li> <li>Pupils will be expected to show an understanding of context and what inspired the artists studied. They will be able to demonstrate their understanding by the selection of appropriate imagery.</li> <li>Annotation of design work will demonstrate careful consideration of colour and techniques based on the knowledge and skills taught previously.</li> </ul>		•			
<ul> <li>sources to inspire their own work. These will be based around discussion and examples of context explained by staff.</li> <li>They will apply their colour theory knowledge and paint techniques to add colour.</li> <li>Pupils will consider the use of form and space by presenting their two-dimensional outcome in a three-dimensional manner (maquette).</li> <li>Annotation of the differences between 2D and 3D artworks. This will be evidenced</li> </ul>	influence.				
<ul> <li>sources to inspire their own work. These will be based around discussion and examples of context explained by staff.</li> <li>They will apply their colour theory knowledge and paint techniques to add colour.</li> <li>Pupils will consider the use of form and space by presenting their two-dimensional outcome in a three-dimensional manner (maquette).</li> <li>Annotation of the differences between 2D and 3D artworks. This will be evidenced</li> </ul>	2 Dunile will draw upon numa	rous different image			
<ul> <li>based around discussion and examples of context explained by staff.</li> <li>They will apply their colour theory knowledge and paint techniques to add colour.</li> <li>Annotation of design work will demonstrate careful consideration of colour and techniques based on the knowledge and skills taught previously.</li> <li>Pupils will consider the use of form and space by presenting their two-dimensional outcome in a three-dimensional manner (maquette).</li> </ul>		•		-	
<ul> <li>context explained by staff.</li> <li>demonstrate their understanding by the selection of appropriate imagery.</li> <li>They will apply their colour theory knowledge and paint techniques to add colour.</li> <li>Annotation of design work will demonstrate careful consideration of colour and techniques based on the knowledge and skills taught previously.</li> <li>Pupils will consider the use of form and space by presenting their two-dimensional outcome in a three-dimensional manner (maquette).</li> <li>Pupils will be expected to demonstrate consideration of the differences between 2D and 3D artworks. This will be evidenced</li> </ul>	-				
<ul> <li>They will apply their colour theory knowledge and paint techniques to add colour.</li> <li>Annotation of design work will demonstrate careful consideration of colour and techniques based on the knowledge and skills taught previously.</li> <li>Pupils will consider the use of form and space by presenting their two-dimensional outcome in a three-dimensional manner (maquette).</li> </ul>	context explained by staff.	·			
<ul> <li>and paint techniques to add colour.</li> <li>3. Pupils will consider the use of form and space by presenting their two-dimensional outcome in a three-dimensional manner (maquette).</li> <li>careful consideration of colour and techniques based on the knowledge and skills taught previously.</li> <li>Pupils will be expected to demonstrate consideration of the differences between 2D and 3D artworks. This will be evidenced</li> </ul>			selection o	f appropriate imagery.	
<ul> <li>and paint techniques to add colour.</li> <li>3. Pupils will consider the use of form and space by presenting their two-dimensional outcome in a three-dimensional manner (maquette).</li> <li>careful consideration of colour and techniques based on the knowledge and skills taught previously.</li> <li>Pupils will be expected to demonstrate consideration of the differences between 2D and 3D artworks. This will be evidenced</li> </ul>	They will apply their colour	theory knowledge	Appatation		
<ul> <li>Pupils will consider the use of form and space by presenting their two-dimensional outcome in a three-dimensional manner (maquette).</li> <li>techniques based on the knowledge and skills taught previously.</li> <li>Pupils will be expected to demonstrate consideration of the differences between 2D and 3D artworks. This will be evidenced</li> </ul>				-	
<ul> <li>3. Pupils will consider the use of form and space by presenting their two-dimensional outcome in a three-dimensional manner (maquette).</li> <li>4. Fupils will be expected to demonstrate consideration of the differences between 2D and 3D artworks. This will be evidenced</li> </ul>	p q				
presenting their two-dimensional outcome in a three-dimensional manner (maquette).				-	
presenting their two-dimensional outcome in a three-dimensional manner (maquette).	3 Pupils will consider the use	of form and space by			
three-dimensional manner (maquette). and 3D artworks. This will be evidenced				-	

4. How is Art displayed? Pupils will be challenged to consider how to "present" their final outcome by creating a frame.

## THIS IS A KEY LEARNING TASK- REFER TO PROJECT ASSESSMENT SHEET IN PUPILS' SKETCHBOOK

## How can parents help at home?

Parents/guardians can help pupils by encouraging them to find out about different artists, designers, and craftspeople. There are many useful links on the Art VLE but pupils should also refer to books and visit museums and galleries (local and national) to gain greater insight into the different styles, scale, and forms that art and design can take. Simply asking "I wonder why they chose to do it like that, that size, colour? etc can spark interesting conversation and debate that will help pupils in all areas of the curriculum.

Parents/guardians can assist with the research of artists and their work by directing pupils towards relevant resources as well as discussing the motivations and characteristics of the artist's work. Open discussion highlighting differing points of view and taste is important for pupils to be part of. It encourages diversity and teaches them to respect other points of view.

Allow access to different art materials. This doesn't have to be messy or expensive. Encourage experimentation with common materials such as paper and card. How can it be manipulated, changed, or altered to look interesting? This develops creative thinking and problem-solving, sought-after skills!

## Helpful further reading/discussion

Reading/discussionContextReference Art Careers VLEInterviews, websites, and blogs relevant to the themes and artists/designers, craftspeople and cultures studied.Non-Representational Abstracthttps://balcarras.fireflycloud.net/ art/art-careersReference VLE Art VLE: Year 7: ColourMark making PrimaryAdvertising Graphic Designhttps://balcarras.fireflycloud.net/ art/year-7-art/colourMark making PrimaryInterior Design SecondaryReference Reading Recommendations Art VLE (Under Construction)Tint Tone Colour wash Layer ShadeProp Maker Set Designer
art/reading-recommendations Monochromatic