



			<p>Composition, presentational skills</p> <p>Observational drawing</p> <p>Use and application of mixed media elements and a more personalised approach e.g 3D , textiles etc.</p> <p>Research of Georgia O’Keeffe’s work and style e.g key words, appreciation, annotation etc.</p>	<p>assessment/target setting.</p> <p><b>Numeracy</b> - Use of projector to enlarge the scale of pieces</p>	<p>feelings through art and express themselves.</p>	
Spring 1	<i>As above</i>	<i>As above</i>	<p>Line, shape, tone, pattern, shading techniques, form.</p> <p>Work of an artist</p> <p>Introduction of mixed media.</p> <p>Shading techniques, use of tone and varied tone, tonal changes etc.</p> <p>Composition, presentational skills</p> <p>Observational drawing</p> <p>Use and application of mixed media elements and a more personalised approach e.g 3D , textiles etc.</p> <p>Research of Georgia O’Keeffe’s work and style e.g key words, appreciation, annotation etc.</p>	<p><b>Literacy</b> - Use of subject-specific vocabulary through annotation and through termly word lists.</p> <p>Peer and self-assessment/target setting.</p> <p>Study of Georgia O’Keeffe’s work and style – reading and writing to inform, respect for the works of another artist.</p> <p><b>Numeracy</b> - Use of projector to enlarge the scale of pieces</p>	<p><b>Social</b> - Study of Georgia O’Keeffe’s work and style – reading and writing to inform, respect for the works of another artist.</p> <p><b>Spiritual</b> – Understand ideas behind art and design in differing cultures.</p> <p><b>Cultural</b> – Explore ideas and feelings through art and express themselves.</p>	<p>Final piece assessment in line with assessment objectives.</p>
Spring 2	As above, moving to Pop Art	1,2,3,4	<p>The art movement, why it was set up, impact on the art world and society.</p> <p>Artists’ style, purpose and audience.</p> <p>Self- identity</p>	<p><b>Literacy</b></p> <p>Appreciation and study of Pop Art, its origins and artists.</p> <p>Self-identity</p>	<p>Appreciation and study of Pop Art and the works of others, its origins and artists.</p> <p>Self-identity</p>	<p>Final outcome(s)</p> <p>2D/3D or combination</p> <p>Canvas/board/3-D piece incorporating the style of studied artists and self –identity focus.</p>



				<p>Introduction of text e.g. onomatopoeia as used by Roy Lichtenstein.</p>	<p>Self-identity and focusing upon their interests, hobbies, family, friends, pets. This allows the students to personalise their approach towards the final outcome.</p>	
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