Key Stage 3 Curriculum

Art & Design

In Year 7 Students will study:

THE WINSFORD ACADEMY

	Winter Term	Spring Term	Summer Term
Curriculum Intent Statement			
"In year 7 Art and Design at the Winsford Academy the curriculum is designed to refine critical thinking and practical experimentation related to a range of artists, art movements and social contexts, under pinned by the formal elements of composition."			
The year seven curriculum will start to bring together contextual knowledge of a range of artists to demonstrate the transition from realism to abstraction. The projects will start to make connections between the work of artists/craftspeople that work in a semi abstract form and link the formal compositional elements. Each project includes an extended piece of writing that is used to assess retention of knowledge from one project to another and pupils' ability to transfer understanding to different contexts. Pupils will develop practical skills required to apply a range of drawing and collage media to emulate and then develop their own interpretation of the theme. Each project will build upon the formal elements of composition. Pupils will be encouraged to practically realise and communicate intentions using : • simplification • abstraction • stylisation Pupils will develop work using the formal elements: • colour • line • form • tone • texture • composition • scale			
Content	**Term 1** **Materials and skills Project** *Tone*	**Term 2** **Materials and skills Project** **Op Art** Colour	**Term 3** **Hundertwasser Relief Project** Artist emulation
	Pupils will build upon tone and colour theory taught at KS2 and begin to apply within the context of mood and atmosphere within a piece of artwork. Throughout the unit of work, knowledge is systematically secured from KS2, then developed using different techniques, materials and placed into different contexts.	Addresses potential shortfalls from KS2 in relation to observational drawing and colour theory knowledge. Op art to introduce colour context and contrast. Pupils will be introduced to the science behind colour and the differences between primary colours and primary colours of	Pupils will develop ideas in a sketchbook that will help to plan a personal response to the work of the semi abstract Austrian Artist Hundertwasser, in relation to: • Media • Materials • Techniques • Semi abstraction • Perspective

	Observational drawing, use of tone and direction of light form the basis of this unit of work. Shape and perspective is covered and artists that use organic and geometric shapes. Platonic solids are used to support drawing of 3D shapes This unit lays the foundations for project two and three: • line • form • shape • tone • texture • Realism and abstraction • Perspective Media: • Range of pencil grades • Biro Practical Outcomes: Experimentation in sketchbooks •diagrams •observational drawings • Annotations 1.Sketchbook is used to assess: Skills • Tonal gradation application using a range of media. Knowledge • Formal elements of drawing • Foreground, middle and background • Platonic shapes/nets • Grades of pencils • Tonal Value • One/two and multi point perspective • Anticipating shadow *Contextual References- A Timeline of art movements and artists who use tone, colour and shape for different purposes.* • *Isaac Abrams 1939- tone* Career Links	light in reference to wave lengths This unit lays the foundations for project three: • colour • line • form • shape • Realism and abstraction Media: • Range of pencil grades • Biro • Pencil crayon • Water colour paint • Oil pastel. Practical Outcomes: Experimentation in sketchbooks • Annotations • Op Art perspective drawing that develops the use of tonal value and perspective from Term 1. Skills • Tonal gradation application using a range of media. Knowledge • Colour theory and its connection to mood and atmosphere. • Colour theorycomplimentary /analogous/harmonious /hue/tint • The science of colour • Colour and symbolism • OP Art *Contextual References- A Timeline of art movements and artists who use tone, colour and shape for different purposes.* *Rembrandt 1606- 1669- line* • *Matisse 1869-1954 - line*	Media: • Pencil • Biro/Gel pens • Watercolour/ Quink ink and coffee • Collage • Relief using corrugated card Practical Outcome: • Experimentation in sketchbooks • Mixed media card relief. Sketchbook and personal response outcome: Skills • Tonal gradation, collage and relief application using a range of media appropriate to context. • Composition • Scissor skills • Tracing skills • Free hand line drawing Knowledge • Defining contemporary art • Deconstruction of an image • Identification of the formal elements within a piece of art. (Expansion in relation to Hundertwasser specifically. • Foreground, middle and background • Vegetative process • Transautomatism • Changes in Southeast Europe in the late 90's • Environmental activism • Eco friendly architecture • Symbolism- spiral of death connected to mental health issues. • Eco friendly architecture • Art and architecture collaboration • Composition rules • Colour theory rules • Chromatic black • Perspective *Contextual References- A Timeline of art movements, artist/designers, architects and art movements that*

	• Illustrator • Surface pattern designer	• *Bridget Riley CBE 1931- line colour theory/Op art* • *Paul Klee 1879–1940- geometric shape* • *Robert Delaunay 1885–1941- geometric shape* • *Grant Wiggins 2012- geometric shape* • *Henri Matisse (1869 – 1954)- organic shape* • *Wassily Kandinsky1918 organic shape* • *Yellena James 1977- Biomorphic shapes* • *Ruth Asawa 1946 Biomorphic shapes* • *Illustrative Graphics* Career Links • Graphic illustrator • Illustrator • Surface pattern designer	*plots the connection and influences one genre has on another.* • *Van Gough 1853-1890- harmonious colour* • *Piet Mondrian 1872-1944- geometric arts influence on architecture* • *James Rizzi 1950- 2011 – organic arts influence on architecture* • *The Bauhaus 1919-1931- arts influence on architecture and function over form.* • *Freddy Mamani Silvestre - art and pop culture influences on architecture to articulate historical context of the region.* • *Antoni Gaudi 1852-1926- biomorphic art and natures influence on design and architecture.* Career Links • Functional architecture • Functional product design • Landscaper
Homework	•Knowledge retention Teams set quiz. • Formal elements, mini project. •Flipped learning lessons used to preload learning over the project. • Menu style Artist inspired outcomes	• Knowledge retention Teams set quiz. • Flipped learning lessons used to preload learning over the project. • Menu style Artist inspired outcomes	•Knowledge retention Teams set quiz. • Flipped learning lessons used to preload learning over the project. • Menu style Artist inspired outcomes
Wider Curriculum Offer	Cross Curricular links: Numeracy- Measurements Mathematics- Platonic solids/vertex points/basic angles. Product Design- One/two and multi point perspective Literacy- speaking and listening/deconstructing an image Science- Light/colour/electromagnetic spectrum Geography- Changes in European countries and borders. Competitions-Local and National		
Assessment	**Half Term 1** **The baseline test** identifies pupils' application of the formal	**Half Term 5** **Op Art perspective drawing**.	Half term 6 **Observational drawing end of - year test**.

	elements of observational drawing from KS2. • Application of appropriate mark making according to surface quality • Perspective and the use of foreground middle and background to suggest distance • Accuracy of drawing objects to scale • Direction of light • Form and cast shadow application **Progress Drawing** After the unit has been taught pupils evaluate and develop their initial base line drawing to demonstrate understanding of the topics covered and to demonstrate the amount of progress made with its practically application. Half Term 2 **End of Unit Written Test**- Knowledge retention of Tone/ Shape/Form/ Perspective	• Application of appropriate mark making according to surface quality • Perspective – use of orthogonal lines. • Accuracy of drawing objects to scale • Direction of light • Form and cast shadow application using complementary and analogous tones. **End of Unit Written Test** Op Art/ colour theory including retrieval questions from term1	•Pupils compose their own response to the artist Hundertwasser to show understand of foreground, mid and background. Apply appropriate tone to demonstrate direction of light using coffee and mixed media. Drawing both geometric, organic and biomorphic shapes alongside perspective recaps from term 1&2 • Application of appropriate mark making and pattern development in the style of the artist. • Perspective and the use of foreground middle and background to suggest distance • Accuracy of drawing objects to scale • Direction of light • Form and cast shadow application **End of Unit Written Test-** Combination of topics from across the year.

In Year 8 Students will study:

	Winter Term	Spring Term	Summer Term
Curriculum Intent Statement "In year 8 Art and Design we develop the application of the formal elements, contextualised by a range of different artists and art movements to allow pupils to add historical and social context to the work they produce in addition to practical application of media". The year eight curriculum will encourage pupils to document and make clear connections between selected source material and their own practical work. Pupils will explore and refine their ideas for project outcomes based on specific contextual information that influenced post- impressionism and in contrast modern art. Pupils will develop methods of decoding images to make judgements relating to the artists intentions from ancient times to modern day. Pupils will explore and experiment with a range of media to present work appropriate to the theme and their own intentions.			
Content	**Term 1** **Christo and Jeanne Claude temporary instillation project**	**Term 2** **Modernism**	**Term 3** **Henri Rousseau relief project**
	This unit focuses on both visual aesthetics and symbolism. This unit investigates how artists use their work to raise awareness to issues such as the environment and plastic pollution. This project recaps and develops observational drawing skills that underpin the year 7 schemes of learning. Stretch and challenge focus for year 8 is composition and faming. The introduction of the rule of thirds, expanded tonal value and mark making refined with blending stick will be used develop subtle references to direction of light within a drawing. Pupils will experiment with drawing, collage and digital manipulation (Photo Shop) of images in response to the work of Christo. This also provides pupils with digital art experience that has wider connections to possible Photography of Graphic Design	This unit focuses on the changes in art from Realism up until contemporary political /activist art. Pupils will discuss and decode the intentions for key piece of art from the following art movements to identify where the work of Christo sits within the ever- developing art world: Realism, Impressionism, Fauvism, Post Impressionism, Abstract Expressionism, Post Modernism /Found Object Art, Contemporary (Political) street Art, Contemporary digital illustration. Media: • Pencils • Biros • Pencil crayons	This project focuses on how environmental and technological development has influenced art. Pupils will develop work inspired by Henri Rousseau, the post-impressionist painter of the 1800's, using bass relief techniques that have expanded from those taught in year 7 and term 1 year 8. This project develops composition rules from previous units- 2D drawing/designs into relief. Application of dry media (oil pastel and crayon) is developed according to direction of light (specific time of day and the effect on the appearance of colour and hue.) This allows for increased ownership of outcome direction for the pupils. Pupils will be introduced to artists who worked before Modernism - covered in term 1. The journey between Ancient Greek times and 1800's will investigate how environment and technology has influence art. The comparison

	courses in the future and connects to Political Artwork used by movements such as the Suffragettes and Extinction Rebellion. The unit covers **aesthetics verses meaning**. Pupils will be introduced to a range of artists within the Modern Art movement to articulate how the use and intention for art has changed through history. Media: • Pencils • Biros • Pencil crayons • Collage/ recycled materials • Photo Shop Practical outcomes: • Recycled material wrapped object which form the subject matter for both observational drawing and Photography development. • sketchbook developing observational drawing using a variety of media. Sketchbook Skills Formal elements of drawing and composition: • Application of tonal value • Use of rule of thirds • Use of perspective • Application foreground mid and background with a drawing • Form and cast shadow placement • Weight of line placement • Mixed media collage application Manipulation of a photograph (wrapped object collage) using basic photo shop • Cropping • HDR toning • Hue and Saturation	Practical outcomes: • sketchbook developing observational drawing using a variety of media • Observational studies •Collage composition Skills Formal elements of drawing and composition: • Application of tonal value •Application of colour theory • Use of rule of thirds • Mark making for a specific purpose •Application of dry and wet media • Form and cast shadow placement Knowledge • Defining post - contemporary art • Deconstruction of an image- social/historic context of the artwork •Difference between emulation and appropriation • The connection between art and storytelling through history. • Colour theory with reference to symbolism • Art commissions/financial incentives for artists • Modern Art- Realism, Impressionism, Fauvism, Post impressionism, Abstract Expressionism, Dadaism, Contemporary/Political Art, Contextual References – *Timeline of Modern Art to demonstrate where the work of Christo sits and how the rationale of art has developed over time.*	between historical art to document and the post impressionism period to express mood or to be enjoyed for the visual qualities alone, will become a theme that runs through the topic. This looks at aesthetics verses meaning covered in term 1 in a different context. Pupils will be introduced to a range of artists who working during the same time frame who chose to focus on realism over visual content. Pupils will expand the Photo Shop skills and application introduced in term 1 and will compare digital art to the traditional painting and drawing of the artwork introduced during this unit. The use of digital experimentation will help support the visual understanding of changes in hue according to light. Media: • Oil Pastel • Pencil crayons • Collage/low relief • Photo Shop Practical outcomes: • Low relief mixed media jungle inspired outcome. • Sketchbook development/experimentation/ design ideas. • Digital development based on relief outcome. Personal response and supporting developmental work. Skills Tonal gradation using oil pastel, collage and relief application using a range of media appropriate to context of Henri Rousseau, (greater depth than project three of year 7). • Mark making for a specific purpose • Form and cast shadow placement

	• Basic layering (opacity changes) • Repeat pattern and symmetry • Use of power point and screen shots to document Knowledge • Deconstruction of an image /social/historic context of the artwork • Identification of the formal elements within a piece of art. (Expansion in relation to Christo and Jeanne Claudes temporary instillations specifically) •Composition – rule of thirds • The connection between art and storytelling through history. • Colour theory with reference to symbolism • Art commissions- financial incentives for artists *Contextual References – Timeline of Modern Art to demonstrate where the work of Christo sits and how the rationale of art has developed over time.* *• Christo and Jeanne Claude- temporary instillation artists and environmentalists.* Career Links • Photographer • Instillation artist	*• Christo and Jeanne Claude- temporary instillation artists and environmentalists.* *• Banksy and other unknown contemporary street artist that comment on climate change and social issues.* *• The Fountain (1917)- Artist: Marcel Duchamp/ Dadaism* *• Bull's Head (1942)- Artist: Pablo Picasso/ Dadaism* *• My Bed (1998)- Artist: Tracey Emin Dadaism* *The Gift (1921)- Artist: Man Ray Dadaism* *• Black Iris III (1926) Georgia O'Keeffe* *Modernism* *• Number 31, 1948 (Jackson Pollock) Abstract Expressionism* *• Alphonse Legros-Le Repas des Pauvres 1877 (réalisme).* *• Rachel Ruysch (The Hague, 3 June 1664) Female 19th Century painters* *• Water Lilies series (1896 – 1926) Claude Monet* *• Political illustrations/environment and plastics link to cultural literacy and the film Jaws.* *• Henry Mayer, titled "The Awakening," 1915 Suffragette campaign artwork.* *• Extinction Revolution illustrations and art campaign 2019.* Career Links • Graphic illustrator • Illustrator • Photographer • Painter	• Application of tonal value • Application foreground mid and background with a drawing and relief • Use of rule of thirds • Mixed media collage application • Use of a glue gun (H&S) Extension opportunities of manipulation of a photograph (relief work) using basic photo shop Cropping • HDR toning • Hue and Saturation • Curves • Lens flares • Basic layering (opacity changes) • Composition experimentation Knowledge • Defining post -impressionist art • Deconstruction of an image • Identification of the formal elements within a piece of art. (Expansion in relation to Rousseau specifically) • Contextual information about Henri Rousseau technology/geography/artist intentions • Historical changes and difference between the ancient art idealism versus Rousseau's emotive and naïve style. *Contextual References – Timeline of Art to demonstrate where the work of Rousseau sits in relation to technological advances and art idealism.* *• Henri Rousseau 1844- 1910* *• Post-Impressionism - 1886 and 1905 - Introduction to Rousseau and the art movement he was involved with. Colour and emotion in art.* *• Ancient Greek Art (480 – 320 BC) - The difference between the ancient art idealism versus Rousseau's emotive and naïve style.* *• Realism 1840's – showcasing a different art movement of Rousseau's time which he wasn't a*

			part of. Compare and contrast ancient Greeks idealism with 1840's realism. *• Jean Désiré Gustave Courbet (10 June 1819 – 31 December 1877) – Realism examples. • Louis-Jacques-Mande Daguerre 1787 – 1851 – invented the daguerreotype camera in 1839. Need for realism led to camera invention.* *• Digital Expressionism – modern day.* Career Links • Photographer • Digital artist • Painter
Homework	•Knowledge retention Teams set quiz. •Flipped learning lessons used to preload learning over the project. • Menu style Artist inspired outcomes	•Knowledge retention Teams set quiz. •Flipped learning lessons used to preload learning over the project. • Menu style Artist inspired outcomes	•Knowledge retention Teams set quiz. •Flipped learning lessons used to preload learning over the project. • Menu style Artist inspired outcomes
Wider Curriculum Offer er Curriculum Offer	**Cross Curricular links:** • ICT- internet research, power point, Photo Shop(stretch and Challenge) • Literacy- Deconstruction of the visual qualities of artists' work • Numeracy- Scaling up a drawing, basic ratio • History- Suffrage movement- Abstraction, The Cold War- Abstract Expressionism Cultural Capital/ SMSC **Cultural Capital/ SMSC** •Women artists in history- equality/Suffrage movement • Cold War in relation to Abstract Expressionism and science fiction film • Political art – Banksy and Extinction Rebellion as an example • Wider art forms- Dadaism and poetry		
Assessment	**Half Term 1** AP1 Written test: Observational drawing and knowledge retention test based on rule of thirds /tonal value/ differences between Realism/Fauvism /Impressionism/ Classical Art. Half Term 2 End of Unit Written Test- Knowledge retention of Christo/ tone/composition/ symbolism	**Half Term 5** Modernism Testing – multiple choice Modern Art and the changes in style and purpose of art: • Realism • Impressionism • Fauvism • Post Impressionism • Dadaism • Surrealism • Abstract • Abstract Expressionism • Political	**Half Term 6** End of Unit Written Test- Combination of topics from across the year. Practical and knowledge based on artist context. Rousseau practical response.

		• Propaganda art Practical response- • Watercolour – Van Gogh and Georgia O'Keeffe •Dadaism collage composition	
	In Year 9 Students will study:		
	Winter Term	**Spring Term**	**Summer Term**
"Students will learn through practical experimentation that will allow them to demonstrate knowledge and understanding of sources, encouraged to reflect critically upon their creative journey and its effectiveness to generate personal responses to a given title or theme; demonstrating this through a range of media including digital art and written reflections." This course will introduce the subjects that will be offered at GCSE in preparation for option selection. The projects will embed the concepts developed in year 7 and 8 allowing the pupils to start to take greater ownership over the direction of their practical outcomes encouraging resilience and independence.			
Content	**Term 1** **Niki de Saint Phalle Mixed** Media Sculpture	**Term 2** **Angie Lewin** Mixed Media	**Term 3** **Day of the Dead** Mixed Media Sculpture
	This project focuses on how culture/environment and social context influences art. Pupils will develop semi abstract low relief work inspired by the feminist conceptual Sculptor and 60's fashion icon Niki de Saint Phalle; in relation to historical, gender and racial inequality. Media: • Papier -Mache • Collage embellishments • Acrylic painting • Low relief Practical outcomes: • 'Nanna' inspired sculpture that will be connected to form a 2D/3D outcome. • Sketchbook development/experimentation/ design ideas • Personal response and supporting developmental work. Skills Tonal gradation using acrylic paint, appropriate to the context of De Saint Phalle and balance.	This unit introduces mixed media textiles as an art form and features the British female artist Angie Lewin: Media: • Card • Biro • Pencil • Sellotape printing • Collage • Clay • Poly block printing Practical outcomes: • Mixed media semi abstract relief • Sketch book annotation and tonal drawing Pupils will develop a personal response to the stylized work of a contemporary British artist, inspired by the Cheshire countryside. The rationale being to place art into a recognisable context for the pupils Introduction of clay impression printing to	Pupils will develop a personal response centred around the work of Gerrard King, William Morris and visual characteristics of Day of the Dead. This unit of work focuses on cultural influences and the symbolism of Gerrard King will demonstrate how artists select visual and conceptual ideas from other art forms and cultures to support their own artistic journey. This develops from the specific art movements covered in years 7 and 8 and connects back to story tell in art linked to cultural and social influences. Media: • Card • Pencils • Biro • Collage Practical outcomes: • Geometric skull construction inspired by day of the dead pattern. • Sketch book annotations and tonal drawing •Deconstruction/analysis of artist's work

	• Papier -Mache` sculpture. Compositional balance360degree viewpoints. • Weight of line placement • Mixed media collage application Knowledge • Defining conceptual art • Context of the civil rights movement during the 60's. • Feminist art. • Deconstruction of an image • Identification of the formal elements within a piece of art. (Expansion in relation to de Saint Phalle specifically and feminism) • Visual similarities between Gaudi and De Saint Phalle Tarrot garden sculptures. • Contemporary art – using macabre materials to create emotive responses relating to disability and genetics. • Stereotypes and use of art to dispel myths- AIDS related artwork. *Contextual References – Timeline of artists who cover similar concepts or visual approaches as the work produced by Niki de Saint Phalle, (gender and racial stereotype in connection to cultural and physical diversity). • Marc Quinn - 1964 British contemporary visual artist whose work includes sculpture, installation and painting. Quinn explores 'what it is to be human in the world today' through subjects including the body, genetics, identity, and the environment. • Niki de Saint Phalle 1930- 2002 French-American painter, sculptor, performance, conceptual, and installation artist who belonged to the feminist Modern Art movement. • Dame Barbara Mary Quant 1957–1990, British fashion designer of Welsh heritage.*	compare with poly block printing. The mixed media nature of the project allows for tone, composition and colour theory to be applied using different media to secure and embed understanding of the themes running across year 7 units of work. The semi abstract style is very different to that of Hundertwasser or Kandinsky yet share similar design rules to compare, broadening the understanding of the subtle differences between semi abstract art forms. Practical response: Skills • Poly block printing • Weight of line when drawing • Application of the formal elements • to provide a personal response to • specified theme Knowledge • Identification of art styles •Deconstruction of an image • Identification of the formal elements within a piece of art. (Expansion in relation to Angie Lewin specifically) • Foreground, middle and background • Composition rules *Contextual Reference- A Timeline of female British artist/designers and contemporary craft workers who use symbolism to reference childhood experiences.* *• Angie Lewin printmaking 1963- for arts sake or to tell a*	• Personal response and supporting developmental work Skills Application of form and cast shadows to drawings • Refinement of an image according to the formal elements of composition • Tonal gradation using pencil and biro • Weight of line Oil pastel printing/Sellotape printing • Develop a range of pattern/shapes inspired by Day of the Dead and artists inspired • Construction of a 3D form using nets Knowledge • Context behind the Day of the dead festival • Gerrard King- digital artist and suggested symbolism • Deconstruction of an image • Identification of the formal elements within a piece of art. •Juxtaposition between William Morris's work and contemporary artists • Contemporary artist Damien Hurst • Colour theory • Symbolism and cultural traditions • Observational drawing • Compositional balance within a 3D form • Visual harmony *Contextual References –* *• Day of the dead- Mexican festival* *• Gerrard King Digital illustrator contemporary (floral skulls inspired by sugar skulls and the designs by William Morris)* *• Damien Hurst- jewelled skulls* *• William Morris wallpaper repeat pattern designs (1834*-1896) *•Thaneeya McArdle* Career Links • Graphic illustrator

	Instrumental figure in the 1960s London-based Mod and youth fashion movements. • *Keith Allen Haring 1958- 1990 American pop artist, whose work covered socially important issues such as apartheid, Aids and environmentalism using simplified images and easily accessible language.* • *Antoni Gaudi 1852-1926 Spanish architect whose free-flowing works were greatly influenced by nature and in turn inspired the visual qualities of De Saint Phalle.* • *Banksy contemporary street artist* • *Bridget Riley – 1931 British artist (pattern design.) Introduced in term one year 7.* Career Links • Fashion designer • Textiles designer • Wallpaper and surface patter designer • Park designer • Sculptor • Illustrator	*personal story of childhood experiences living in cheshire.* • *Angie Lewin mixed media artsold as artisan craft items on sites such as Etsy.* • *Angie Lewin surface pattern design for household fabrics – curtain design etc..* • *Louise O' Haracontemporary* • *textiles artist* • *Christine Pettetcontemporary* • *textile artist who was inspired by* • *Angie Lewin • Craft verses art* Career Links • Textiles designer • Surface pattern designer • Print maker • Artisan craft work- Etsy	• Graphic designer • Sculptor • Tattoo artist
Homework	•Knowledge retention Teams set quiz. •Flipped learning lessons used to preload learning over the project. • Menu style Artist inspired outcomes	•Knowledge retention Teams set quiz. •Flipped learning lessons used to preload learning over the project. • Menu style Artist inspired outcomes	•Knowledge retention Teams set quiz. •Flipped learning lessons used to preload learning over the project. • Menu style Artist inspired outcomes
Wider Curriculum Offer	**Cultural Capital –** • Artwork and artists are placed into a recognisable context regarding the British countryside, specifically Cheshire • Contemporary artist • Commercial designers • Social and political inspired art covering women's rights, black American civil rights movement led by Martin Luther King, disability, feminism and 1960's fashion. **Cross Curricular links:** Numeracy- Measurements Mathematics - rule of thirds. Literacy- speaking and listening/deconstructing an image History – Civil rights, American segregation laws. Science- proportions and basic anatomy of the human figure. Britishness Coverage. feminism and disability are covered to demonstrate mutual respect, democracy, tolerance of different faith and beliefs and self-liberty.		

	SMSC Social media influences Women's rights/feminism Civil rights Disability Colour psychology/expressing mood and emotions		
Assessment	**Half Term 1** AP1 Written Test: • Colour theory –connection to fashion and pop culture of the 1960's • 1960's wider context and the impact it had within Modern Art (apartheid/civil right, Aids and environmentalism) • Drawn content developing designing skills to emulate Niki De Saint Phalle and Gaudi	**Half Term 5** End of Unit Written Test Expansion of AP1 testing: • Formal elements of composition 2D verses 3D • Colour theory – connection to fashion and pop culture of the 1960's • 1960's wider context and the impact it had within Modern Art (apartheid/civil right, Aids and environmentalism).	**Half Term 6** End of Unit Written Test/Combination of topics from across the year/ key stage focusing on: • the formal elements of art • Design principals • Contextual information related to Modernism- artists covered across the key stage in addition to the Day of the Dead Mexican festival