







Art Curriculum Map	
<div>Endeavour Federation Curriculum vision</div> <div></div>	<p>At the Endeavour Federation, we follow an adapted National Curriculum, with wellbeing central to everything we do. We offer a broad and balanced curriculum, with all students having the opportunity to study a range of subjects, following bespoke pathways. The study of these subjects, allows pupils to apply theoretical knowledge to the practical elements of the curriculum.</p> <p>We believe in all our students and have high expectations for their futures. A comprehensive package of both pastoral and learning support, delivered by highly trained staff, allows them to navigate their learning journeys and improve their life outcomes, becoming the best versions of themselves.</p>
<div>Art vision</div> <div></div>	<p>Our vision is to instil enthusiasm, appreciation and love of the visual arts and learning.</p> <p>In addition, our aim is to enrich their awareness and therefore respect for the diverse ways in which individuals express themselves and to inspire our students to learn and foster an enjoyment of art, craft and design.</p>

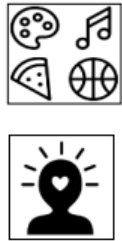
Careers (CEIAG)	Cultural Capital	Enrichment Opportunities	Preparing for life in modern Britain	Literacy and Communication
				

	Autumn		Spring		Summer	
Year 7	Pencil skills, mark making & colour theory	Mixed media project	Creating and developing ideas using different media to draw an image	Print making and etching	3D art	Textiles project
Year 8	Painting techniques	Mixed media figures	Alternative Drawing & developing research skills	Print making	3D design	Altered image – textiles
Year 9	Portraiture	Mixed media project	Alternative drawing	Printing – Screen printing	Buildings & architecture	Silk painting – textiles
Year 10	Introduction to GCSE, New project based on food. Exploring assessment objectives and grading matrix. Use of trips and artist workshops to expand project.	Development of project moving towards a sustained outcome, use of artist research and refinement.	Pupils will now be exploring a theme more of their choosing (from a list) and will be aiming to develop their own personal style.	Pupils will begin developing their projects and exploring the work of other artists. They will complete a mock exam of five hours.	Exploring a range of workshops and developing new skills across art practices. Pupils will use their previous theme loosely.	Pupils will start their final project for component one which is under the theme of 'anatomy'.
Year 11	Pupils will develop the project based on 'anatomy'. During this half term, they will focus on drawing, experimentation and artist research	Pupils will be developing their project into a final outcome. They will use skills learnt to bring together a relevant final piece.	Pupils will begin their externally set exam preparation, working on assessment objectives and planning for the controlled exam.	Pupils will continue working towards their exam, using lessons to develop ideas, experiment and create a detailed plan of their 10-hour exam.	Pupils will use this time to go back and develop component one of their GCSE. They will be offered workshops to fill in any gaps.	

Year 7 Curriculum Planning – Art						
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Weekly focus	Pencil skills/ mark making	Mixed media piece	Alternative drawing with wire, string and tiles.	Print making.	3D Art	Textiles – felt monsters
Core Knowledge, Skills and Concepts	<p>Colour theory</p> <ol style="list-style-type: none"> 1. Basic pencil skills – Understanding how to use HB, 2B and 4B pencils effectively. 2. Shading and mark making techniques. Effectively producing a range of marks using different mediums. 3. Blending pencil tones – shapes, observational drawing. Demonstrating observation skills through use of tone. 4. Primary and Secondary colours. Blending Primary colours to make Secondary. Successfully using the colour wheel. 5. Mixing colours – Paints and watercolours. Mixing a range of colours effectively. 6. Complementary and Harmonious colours. Understanding a range of colour relationships. 7. Mixing Primary and Secondary colours to make tertiary. Demonstrating a range of tertiary colours. 	<p>Wax resist, painting and creating a basic stencil shape.</p> <ol style="list-style-type: none"> 1. Introduction to new topic and artists. Analysing/Understanding the work of others). 2. Using drawing skills to create a design. 3. Demonstrating reflection skills to improve a design. 4. Introduction to wax resist. Using wax safely and effectively, creating a range of textures and marks. 5. Cutting stencils – using knife with skill and safety. 6. Printing design using stencils – using rollers and ink with proficiency. 7. Adding paint to design – Using paint effectively to develop a piece of work. <p>Project evaluation.</p>	<p>Creating and developing ideas.</p> <p>Using different media to draw an image.</p> <ol style="list-style-type: none"> 1. Introduction to project, artist research, developing ideas – Demonstrating effective research and analysis skills. 2. Beginning to experiment with new media – using wire and string with creativity to create shapes. 3. Alternative drawing development. – Using a mix of mediums to create a variety of textures. 4. Alternative drawing development – Effectively reflecting and annotating work. 5. Continuing to add detail to work. Refining ideas and selecting appropriate details. 6. Finalising designs. Evaluating work produced during the project. Showing an understanding of how to evaluate and reflect. 	<p>Creating a series of poly print images.</p> <p>Etching own designs.</p> <ol style="list-style-type: none"> 1. What is poly/ mono printing? Experimenting with monoprint and polyprint techniques and processes effectively. 2. Drawing designs. Using printing skills to generate designs. 3. Etching poly print designs. Effective and relevant design ideas. 4. Print. Demonstrating successful printing techniques/skills. 5. Layer prints. Demonstrating layering techniques within print. 6. Finalise prints. Project evaluation. Refining and selecting work appropriately. 	<p>Exploring 3D concepts</p> <p>Using a variety of materials to cut shapes</p> <ol style="list-style-type: none"> 1. Artist research and introduction to working in a 3D space. Understand the key themes, processes and techniques chosen artist uses. 2. Experimenting with materials/ how to attach. Explore attach techniques and materials for success. 3. Finalising designs with annotations. Using artist influence to create a new design. 4. Starting to use 3D materials to sculpt/ construct design. Use materials to create 3d forms effectively. 5. Continuing to construct/ sculpt. Use materials to create 3d forms effectively. 6. Finalising 3D sculpture. Project evaluation. Refining and selecting work appropriately 	<p>Create a design sheet with annotations</p> <p>Use at least three types of hand stitch</p> <p>Pattern cut from felt</p> <p>Wad each part of monster</p> <p>Add embellishments</p> <ol style="list-style-type: none"> 1. Stitch techniques – running, backstitch, basting, whip effectively. 2. Design ideas – monster design including colours, stitches and features. Using drawing techniques to create relevant designs. 3. Design sheet finalised with annotations – reasons why one thing works better than another. Refining ideas and using appropriate selection. 4. Pattern cutting and embellishment stitching – Cutting patterns effectively, selecting appropriate materials for embellishment. 5. Wadding – evenly wadding the arms, legs and body. 6. Stitching around edges – stitch of choice – why? Selecting appropriate stitch techniques. 7. Final touches, photograph and evaluate. Using a camera with skill to showcase work.
Artists / Topic ideas	Hundertwasser Bruce Riley	Aboriginal Art	Antoni Gaudi	Poly print insects – repeated patterns	Claes Oldenburg - Paper Mache food sculpture	Felt monsters



Year 8 Curriculum Planning – Art						
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Weekly focus	Painting techniques	Mixed media figures NBC	Alternative Drawing	Printing – lino cut/collagraph	3D design	Altered image – textiles
Core Knowledge, Skills and Concepts	Using relevant colours within paintings	Working with a range of materials simultaneously.	Drawing line using a range of media.	Learning key techniques for lino cut and collagraph	Shaping wire frames.	Use a variety of stitch techniques to create shapes and spaces.
 	Demonstrating a range of painting techniques such as blending, mixing.	Linking with key mixed media artists	Experimenting with wire, string.	Effective use of printmaking tools	Layering papier mache.	Create interesting compositions and new contexts.
	Using drawing skills to map out painting	Development of ideas	Developing research skills	Design development skills	Painting designs onto 3D form.	Transfer images onto canvas to work into.
	1. Painting techniques experiments. Using a range of techniques to explore effective painting. 2. Theme introduction – key artists. Understanding the key themes within an artist’s work. 3. experiments in style of artist – using appropriate materials and techniques to create a likeness of the artist. 4. design ideas – successfully using developed techniques and skills to create relevant designs. 5. design development Developing ideas by refinement and selection. 6. final painting – Demonstrating effective painting skills. 7. final painting and review Reviewing work successfully.	1. Artist info – oil pastel portrait. Use oil pastels effectively. 2. Clay head. Effectively use clay to recreate a character’s head. 3. Arms and legs. Manipulate wire and newspaper to create flexible limbs. 4. Body construction. Use cutting skills to create a body with good shape. 5. Paper Mache – Effectively use paper mache to create a flat colour. 6. Paint details – Use paint with skill to add relevant details. 7. Stop motion animation – Effectively use an app to create an animation.	1. Introduction to artist – Colour study. Use key elements of an artist’s work within my own. 2. Poly print – Successfully use poly printing techniques. 3. Continuous line drawing – Use drawing techniques to create continuous line studies. 4. String images – Use string to create continuous shapes. 5. Wire experiments – Successfully use wire to create shapes. 6. Use wire and tools with skill to create continuous line imagery.	1. What is a lino cut? Exploring the work of others. Understanding the process of a lino cut. 2. Drawing designs based on the work of Sue Brown. Demonstrating effective drawing skills, which link with the artist. 3. Drawing and cutting from lino. Using lino tools with skill and safety. 4. print – Demonstrating effective printing skills. 5. re-cut and print layer 2 – Using tools with intricacy to create a second layer. 6. Mounting work and evaluation – Demonstrating effective curating and selection skills.	1. Artist and topic introduction to Hundertwasser, colour study using watercolour. Effective use of watercolour, demonstrating tone. 2. Designing house – Using research and drawing skills to create unique designs. 3. Introduction to wire – forming shapes. Using wire and tools with skill to manipulate shapes. 4. Applying papier mache. Using paper mache techniques to successfully cover wire areas. 5. Securing with glue – Using glue effectively to seal in paper mache.	1. Introduction to Maurizio Anzeri – Artist page and response. Demonstrating effective research skills, responding appropriately. 2. Stitch techniques – creating geometric shapes. Using a range of stitch techniques successfully. 3. Julie Cockburn – responses to her work. Using stitch creatively to cover part of an image. 4. Stitch techniques in the style of the artist. Using relevant stitch techniques (type, colour selection etc). 5. Image transfer onto fabric. Using transfer techniques with skill. 6. Final stitch work. Embedding skills learnt to create a final piece. 7. Finishing touches and evaluate work. Demonstrate effective evaluation skills, thinking about successes and links to skills and the artist.
Artists / Topic ideas	Carolee Clark Victor Rodriguez	Tim Burton – Jack Skellington	Kendra Haste – Wire insect/ animals Michael Craig Martin	Sue Brown	Hundertwasser houses. Wire Slider	Maurizio Anzeri Julie Cockburn

Year 9 Curriculum Planning – Art						
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Weekly focus Core Knowledge, Skills and Concepts  	Portraiture Key elements of portraiture Developing composition and tonal skills Understanding the work of key artists who work with portraiture 1. Introduction to portraiture – proportions etc Using techniques to create well-proportioned features. 2. Feature drawings using tone with pencils. Using effective tone to create shape within features. 3. Looking at key artists who work with portraiture. Using a variety of styles within work. 4. Responding to the artist. Using pattern and colour in the style of artist. 5. Creating a self-portrait. Using drawing skills to create a well-proportioned portrait. 6. Developing ideas in the style of the artist. Using paint effectively to create relevant patterns. 7. Final outcome. Creating detail successfully using pen.	Mixed media Increasing skills of creative experimentation Using a selective but wide range of relevant materials Looking at key artists who work with mixed media in a variety of contexts – political, environmental etc. 1. Introduction to key theme/artist Create a mood board using composition well. 2. Response samples using a range of mediums Using newspaper and magazines to create a successful collage. 3. Design idea on response. Creating designs using skills and processes learnt. 4. Use of mixed media. Selecting appropriate materials. 5. development of materials onto piece. Refining work to make improvements. 6. Adding more materials/colour etc. Using layering skills to add depth to work. 7. Final touches and evaluation. Successfully reflecting on work, linking to themes and artists.	Alternative drawing Using wire to create portraits. Manipulating wire to create different lines and shapes. Using a variety of different wires to attach areas. 1. Introduction to artist, themes and techniques. Charcoal study. Using charcoal to create lines and shapes in the style of AG. 2. Experimental drawing using a range of mediums. Using a range of mediums to create organic shapes and lines (graphite/markers/pastels). 3. Using experimental drawings to draw wire shapes. Manipulate wire effectively. 4. Use wire to create a figure. Use wire and tools to successful create a figure-like shape. 5. Photograph wire sculpture using light and dark – Use a camera effectively to create abstract images. 6. Mount images and figure together. Evaluate. Demonstrate curation and selection skills.	Printing – Stencil printing Increasing proficiency in printing techniques. Developing a series of layers to print. Developing cutting skills. Increasing proficiency in drawing and cutting skills. 1. Introduction to artists who use stencils and technique. Reflecting on the work of others. 2. Experimenting with technique. Using cutting techniques successfully to create lines and shapes. 3. Drawing design and cutting. Developing a personal design inspired by the work of others. 4. Finishing cutting. Demonstrating safe and confident cutting skills to create a negative stencil. 5. Printing stencil. Project evaluation. Using skills learnt to create effective outcomes which link to artists.	Building/architecture Understanding what architecture is. Using key materials to produce a 3d structure Developing design ideas Enhancing problem solving skills 1. Introduction to architecture. Using composition well to create a mood board. 2. Key themes/artists introduced. Using oil pastels effectively to recreate work using viewfinders. 3. Experiments/samples thinking about joins etc. Using material with skill to create a range of joins. 4. Design ideas – with annotations. Successfully creating designs based on prior knowledge. 5. Construction of building. Using construction skills to construct 3d sculpture. 6. Constriction of building and evaluation. Using construction skills to construct 3d sculpture.	Silk painting – textiles Using line effectively when drawing design Stretching silk frame and pinning Using guta to outline Blending and painting using silk paint Embellishing using stitch/beads 1. Exploring the techniques and processes of silk painting through the work of others. Demonstrating an understanding through sketches and notes. 2. Designing a piece for silk, using artists as inspiration. Demonstrating drawing skills to create clean and simple design ideas. 3. stretching frame and applying gutta. Successfully setting up relevant materials and applying gutta with a clean and solid line. 4. Painting their silk using bleeding techniques. Effectively paint silk creating smooth areas. 5. Wash and dry their silk, sample stitch sheet. Demonstrate effective stitch techniques. 6. Embellishments and stitch. Adding relevant embellishments that enhance the design. 7. Finishing touches and evaluation. Successfully reflecting and refining work.
Artists / Topic ideas	David Samuel Stern – Photography portrait David Hockney – Photography portrait Pete McKee	Hattie Stewart Stephanie Rubiano	Alberto Giacometti Alexander Caulder		Ian Murphy	Jason Scarpace Amiria Gale
Year 10 Curriculum Planning – Art						
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Weekly focus Core Knowledge, Skills and Concepts	Introduction to GCSE, New project based on food. Exploring assessment objectives and grading matrix. Use of trips	Development of project moving towards a sustained outcome, use of artist research and refinement.	Pupils will now be exploring a theme more of their choosing (from a list) and will be aiming to develop their own personal style.	Pupils will begin developing their projects and exploring the work of other artists. They	Exploring a range of workshops and developing new skills across art practices. Pupils will use their previous theme loosely.	Pupils will start their final project for component one which is under the theme of ‘anatomy’.

	<p>and artist workshops to expand project.</p> <ol style="list-style-type: none"> 1. Introduction to GCSE. Going over assessment objectives and the course. Initial mood board using the title 'food'. Use composition effectively to create a mood board. 2. Observational drawing skills using a range of materials and processes. Pupils will also photograph their own fruit for use later in the project. Develop observational drawing skills, using shape and tone effectively. 3. Artist research page, introducing how to create an effective page. Must include, imagery, title, analysis and visual responses. Respond effectively to the work of an artist. 4. Artist sheet number 2 using an artist who works with the theme of food in a different way to artist one. Respond effectively to the work of an artist. 5. Experimentation sheet – using a range of materials, techniques and processes and annotating each one. Experiment effectively with pastels, paint and watercolours. 6. Development of ideas using previous experimentation. Sheet on refinement. Refine ideas and make amendments to shapes, colours, scale etc. 7. Reflective lesson making amendments to work and linking to the assessment objectives. 	<ol style="list-style-type: none"> 1. Exploring sculpture – looking at artists who work with food and sculpture. Select favourite and create a small clay study. Use cardboard and plaster effectively to create a sweet sculpture. 2. Gallery trip *could be at a different point during this half term Developing a range of drawing techniques. 3. Exploring the work of Warhol through print, pupils will create mixed media monoprints. Using printing techniques effectively. 4. Experiments which support the final piece – reflection and choose favourite and more successful idea. Demonstrating effective refinement skills. 5. Complete final piece. Using skills learnt to create a relevant final outcome. 6. Complete final piece. Photograph and create final piece sheet with annotation around the piece. Successfully explaining work and choices. 7. Group crit – sharing and discussing work with the group. Evidenced using photography. Developing presentation skills. <p>Possible artists: Claes Oldenburg, Peter Anton, Sarah Graham for sculpture.</p>	<ol style="list-style-type: none"> 1. Pupils will pick a theme from a given list (past papers) and begin exploring the theme through the use of the internet to create a mood board. Use research skills to collate relevant imagery. 2. Nine square drawings – pupils will be shown how to create a nine grid study using a range of materials. Demonstrate a range of drawing techniques. 3. Viewfinder studies – pupils will make their own viewfinder and explore composition. Use a viewfinder successfully to create interesting compositions. 4. Printing – pupils will use reference images relevant to their theme and create a range of prints using monoprint and lino cut. Demonstrate effective techniques within a range of printing processes. 5. Painting skills sheet. Pupils will explore a range of painting techniques relevant to their theme using watercolour and acrylics. Demonstrate effective painting skills, focussing on colour and tone. 6. Mixed media – workshop. A range of materials will be mixed together to create collages under the given theme. Use a range of materials to create effective mixed media pieces. 7. Refection session – pupils will work with a partner and discuss work – proforma to be filled in. Successfully reflecting upon work. 	<p>will complete a mock exam of five hours.</p> <ol style="list-style-type: none"> 1. Artist exploration session – research relevant/chosen artists to the theme – start an artist research sheet. Demonstrate appropriate selection and use of materials. 2. Complete artist research sheet ensuring use of form, mood, content, subject matter analysis. Successfully analyse the work of others. 3. Experimentation – using ideas from other work to influence the pupil work. Sheet of small experiments. Use a range of materials with skill to experiment within theme. 4. Artist sheet number 2. 5. Development of ideas, beginning to plan for mock exam – what materials are needed etc. Successfully plan for final outcome. 6. Exam 7. Exam <p>Assessment: exam board assessment objective mark scheme.</p>	<ol style="list-style-type: none"> 1. Reviewing work against the assessment objectives and creating personalised skill audits for the coming half term. Demonstrating reflective skills in relation to the AO's. 2. Sculpture workshop – exploring paper and cardboard to create abstract forms. Developing a range of skills to create a successful sculpture. 3. Collage workshop – pupils will explore modern collage artists and recreate surreal collages using newspapers and magazines. Using a range of collage techniques to create a range of surreal collages. 4. Textiles work – exploring image transfer. Demonstrating effective transfer skills to create a fabric piece. 5. Book binding workshop – pupils will explore a range of bookbinding techniques to create a concertina or accordion book. Understanding and using successful bookbinding techniques. 6. Pupils will select workshop pieces to go inside their handmade book. Other work will be mounted onto a sheet and annotated. Using bookbinding skills to create a book. 	<ol style="list-style-type: none"> 1. Introduction to new theme – anatomy. First lesson will be exploring the wide theme and pupils will explore using a mood board. Use a range of imagery to represent theme. 2. Charcoal and white paint studies – large scale, at least a3. Developing effective drawing and proportion skills. Use charcoal effectively to create shape and proportion. 3. Photography session – pupils will take their own photographs of a model skeleton in both a light room and a dark room (for shadows). Use camera setting effectively to create light/dark imagery. 4. Pupils will use their photographs to create lino cuts. Developing skills in carving from lino with cutting tools. Use carving techniques skilfully to create clean lines/shapes. 5. Printing session using lino cut. Printing onto a variety of backgrounds and textures, colours. Use rolling techniques with skill to create even prints. 6. Carving a second layer away and double printing onto surfaces. Demonstrate effective composition skills. 7. Final additions to prints -stitch, collage etc. Use collage to enhance work, thinking about layers, shapes and negative space. <p>Assessment: exam board assessment objective mark scheme.</p>
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	Understanding how work links to AO's. Possible artists: Claes Oldenburg, Sarah Graham, Peter Anton, May Van Millengan, Wayne Theurbold. Georgina Luck	Assessment: exam board assessment objective mark scheme.				
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Year 11 Curriculum Planning – Art

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Weekly focus Core Knowledge, Skills and Concepts  	Pupils will develop the project based on ‘anatomy’. During this half term, they will focus on drawing, experimentation and artist research <ol style="list-style-type: none">Book making lesson – pupils will use bookbinding skills to create a small book to add studies to. Use stitch technique effectively.Pupils will add studies to their book, they will use a range of materials. Demonstrate effective observational skills.Artist research sheet – including title, analysis,	Pupils will be developing their project into a final outcome. They will use skills learnt to bring together a relevant final piece. <ol style="list-style-type: none">Pupils will begin thinking about A04 and create some ideas of where they’d like to go with the project – ideas sheet. Demonstrate drawing skills.Experimentation sheet using ideas and links with artists researched. Use of a range of materials to explore links.	Pupils will begin their externally set exam preparation, working on assessment objectives and planning for the controlled exam. <ol style="list-style-type: none">Introduce exam paper – go through carefully as a group. Show highlighted questions for pupils to pick from – create a mind map. Demonstrate effective research skills.Mood board using theme as a starting point.	Pupils will continue working towards their exam, using lessons to develop ideas, experiment and create a detailed plan of their 10 hour exam. <ol style="list-style-type: none">Exam preparation – completing work and finalising plan.ExamExamExamSelf-reflection session looking at component one and adding a skills list audit.Begin working through skills list – aim to use a variety of materials, techniques	Pupils will use this time to go back and develop component one of their GCSE. They will be offered workshops to fill in any gaps. <ol style="list-style-type: none">Annotation lesson – reviewing annotation and ensuring pupils know the best way – use of proforma. Annotate work successfully, exploring materials, techniques, successes, links.Drawing workshops – pupils will have a choice of a range of techniques to suit their themes (biro, charcoal and oil). Manipulate a range of materials to work together.	

	<p>images and visual responses. Use composition effectively.</p> <p>4. Artist sheet 2.</p> <p>5. Sculpture lesson using clay. Pupils will make a clay piece which links to anatomy – demonstrating good clay work. Use clay tools and techniques (smoothing, scratch and attach) with skill.</p> <p>6. Decorating clay sculptures using collage. Use collage effectively and selectively.</p> <p>7. Photographing clay sculpture, adding sketches and creating sheet detailing skills used with annotations. Demonstrate effective framing using a camera.</p>	<p>3. Design ideas sheet – more refinement and consolidation of ideas. Demonstrate refinement skills.</p> <p>4. Begin working on final outcome – document using photographs and annotation. Use prior skills to create a final outcome.</p> <p>5. Final piece development – review and improve. Use prior skills to create a final outcome.</p> <p>6. Complete final piece.</p> <p>7. Photograph, add to sheet and add detailed analysis of work. Reflect successfully upon work.</p> <p>Assessment: exam board assessment objective mark scheme.</p>	<p>Select appropriate materials based on theme.</p> <p>3. Initial studies/drawing sheet using nine grid reference. Demonstrate successful drawing skills, using tone.</p> <p>4. Artist research x2 sheet including title, images, visual response and analysis. Successfully explore the work of others through visual and relevant responses.</p> <p>5. Experimentation using a range of media and techniques. Use relevant techniques to experiment in response to project.</p> <p>6. Design ideas for exam – detailed studies with annotation. Create relevant designs linked to theme.</p> <p>7. Final plan created and material list generated. Through refinement and selection, create an effective plan.</p>	<p>and processes not yet explored. An n any annotation.</p> <p>Assessment: exam board assessment objective mark scheme.</p>	<p>3. Research workshop – exploring effective ways to research and completing research sheets using sourcing. Develop research skills.</p> <p>4. Painting workshops – exploring painting techniques (relevant to theme) such as acrylic and watercolour techniques. Develop skills in painting (layering, tone, brushless etc.).</p> <p>5. Creating interesting backgrounds – pupils will use range of materials to explore how to create effective backgrounds, thinking about composition. Using composition well to create varied backgrounds.</p> <p>6. Artist link session – pupils will explore how they can extract a range of themes from artists work in a literal and figurative way. Mini studies created. Understanding the difference between literal and figurative.</p>	
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