

Temperance Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	HALF TERM
Topic	Cultural Patterns								
Challenge Objective and Content (for all learners)	CQ: Can we remember the basics in drawing? LP: Students will create observation drawing that will support the start of the project. This will also support Teachers with target setting.		CQ: Can I use oil pastels? LP: Students will create a drawing using oil pastels of cultural masks	CQ: How can I present information in a creative presentation? LP: Students will pick one of the Cultural resources supplied and will present it as an artist following GCSE criteria.		CQ: How do we create a poly block print? LP: Students will create poly blocks inspired by patterns from cultural sources. They will then investigate tessellating patterns.			
Inspire Opportunities	IQ: Can we create a good rendition of an object that shows that I understand Tones, textures and Shading? -‘Artspire’ Challenge Programme		IQ: How can I show definition with oil pastels? -‘Artspire’ Challenge Programme	IQ: How can I present work like a GCSE student? -‘Artspire’ Challenge Programme		IQ: How can I apply my knowledge of Tessellating Patterns to my printing? -‘Artspire’ Challenge Programme			
Assessment Opportunities	Verbal Feedback from teachers Peer assessment. Self-reflection.							Formal Feedback for all students.	

Possible Homework's for this term:

- Mood pages for cultural patterns
- Find your own Artist
- Investigate cultural/ethnic tessellating patterns
- Watch and take notes of teacher demo videos.

Aboriginal Art



African Masks



Bali Patterns



Maori Patterns

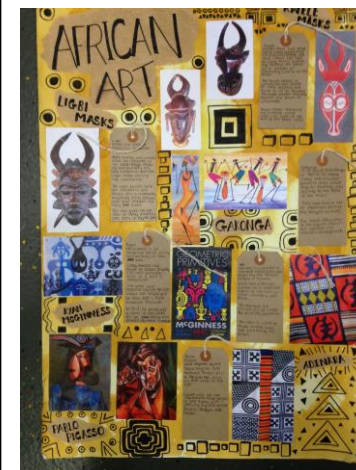


The 'ARTspire' Challenge Programme provides students with GCSE-level extension challenges to complement work set by their teacher. Completed independently, these tasks encourage students to deepen their artistic knowledge, develop creative thinking, and extend practical skills beyond the classroom.

Students wanting to supplement the resources provided by the teacher are encouraged to do so, to develop a more independent and individual outcome.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	CHRISTMAS
Topic	Cultural Patterns						
Challenge Objective and Content (for all learners)	CQ: How can I use the techniques used for Batik? LP: Students will learn Batik techniques and create at least one piece.		CQ: How can I apply tones and textures whilst using paint? LP: Students will create a small painting of a cultural mask that demonstrates texture and tonal techniques		CQ: How can I present my work this term so that it demonstrates my learning? LP: Students will create a development board using all the paintings, drawings, prints and batik.		
Inspire Opportunities	IQ: How can I use Batik to create a piece of work -‘Artspire’ Challenge Programme		IQ: How can I develop a small painting that can demonstrate my understanding about patterns and cultural influences? -‘Artspire’ Challenge Programme		IQ: How can I develop a final piece that demonstrates my learning as well as hitting GCSE criteria. -‘Artspire’ Challenge Programme		
Assessment Opportunities	Verbal Feedback from teachers Peer assessment Self-reflection.					Formal Feedback for all students.	

Example of completed Development Board



Possible Homework's for this term?

- How is Batik used traditionally?
- Watch and take notes of teacher demo videos.
- Final Project Evaluation.

Traditional Batik



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Justice Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	HALF TERM
Topic	GCSE WANNA BE						
Challenge Objective and Content (for all learners)	CQ: Which theme interests me most? LP: Students will choose a theme, either Natural Forms or Mechanical Objects Once they have done this the students must create a Mood page on the theme		CQ: How can I demonstrate my understanding of drawing techniques? LP: Students will create a selection of drawings to support their theme. These can be done with different materials.		CQ: How do I create an Artist Page? LP: Students will use the rule of four to create an artist page that fits their chosen theme.		
Inspire Opportunities	IQ: How can I develop initial ideas and gather resources in a GCSE style? AO1 -Using GCSE Assessment Objectives (AO's) -'Artspire' Challenge Programme		IQ: How can I create an interesting page that connects to my theme but also demonstrates my understanding of drawing techniques? AO1 -Using GCSE Assessment Objectives (AO's) -'Artspire' Challenge Programme		IQ: How can we use GCSE criteria to create Artist Pages that support the AO's? AO1/AO3 -Using GCSE Assessment Objectives (AO's) -'Artspire' Challenge Programme		
Assessment Opportunities	Verbal Feedback from teachers Peer assessment					Formal Feedback for all students.	

Possible Homework's for this term:

- Develop and Bubble Map about your theme.
- Collect and take your own photos about your theme
- Watch and take notes of teacher demo videos.

AO1- Develop ideas through **investigations**, demonstrating critical **understanding** of sources.

AO2-- Refine work by **exploring** ideas, selecting and **experimenting** with appropriate media, materials, techniques and processes.

AO3- Record ideas, observations and insights relevant to **intentions** as work progresses.

AO4- Present a personal and **meaningful** response that realises intentions and **demonstrates understanding** of visual language

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	EASTER
Topic	GCSE WANNA BE						
Challenge Objective and Content (for all learners)	CQ: How can I use Mixed Media? LP: Students will use mixed media to create an image that either replicates or emulates a section of the artists work.		CQ: How can I find a second artist that links to my theme? LP: Students need to decide on a second Artist		CQ: Can I remember how to use clay? LP: Students will create a tile that is inspired by their second artist.		
Inspire Opportunities	IQ: How can I use mixed media to create an experiment that links to my artist? AO2 -Using GCSE Assessment Objectives (AO's) -‘Artspire’ Challenge Programme		IQ: How can we use GCSE criteria to create Artist Pages that support the AO’s? AO1/AO3 -Using GCSE Assessment Objectives (AO's) -‘Artspire’ Challenge Programme		IQ: How can I use clay to create an experiment that links to my artist? AO2 -Using GCSE Assessment Objectives (AO's) -‘Artspire’ Challenge Programme		
Assessment Opportunities	Verbal Feedback from teachers Peer assessment Self-reflection.					Formal Feedback for all students.	

Possible Homework's for this term:

- Investigate a second artist.
- Watch and take notes of teacher demo videos.

AO1- Develop ideas through **investigations**, demonstrating critical **understanding** of sources.

AO2-- Refine work by exploring ideas, selecting and **experimenting** with appropriate media, materials, techniques and processes.

AO3- Record ideas, observations and insights relevant to **intentions** as work progresses.

AO4- Present a personal and **meaningful** response that realises intentions and **demonstrates understanding** of visual language

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Courage Term

	Week 1	Week 2	Week 3	Week 4	Week 5	HALF TERM
Topic	GCSE WANNA BE					
Challenge Objective and Content (for all learners)	CQ: How can I develop ideas that I can use for a final idea? LP: Students will use this time to develop experiments and samples with the aim of developing ideas for possible final outcomes.			CQ: What will my Final Piece look like? LP: Students will create a final design for their final outcomes.		
Inspire Opportunities	IQ: How can I develop my ideas in to potential designs for final outcomes? AO2/AO3 -Using GCSE Assessment Objectives (AO's) -'Artspire' Challenge Programme			IQ: How will all my research affect my final piece? AO2/AO4 -Using GCSE Assessment Objectives (AO's) -'Artspire' Challenge Programme		
Assessment Opportunities	Verbal Feedback from teachers Peer assessment Self-reflection.			Formal Feedback for all students.		

Possible Homework's for this term:

- Creating and displaying samples
- Watch and take notes of teacher demo videos.

AO1- Develop ideas through **investigations**, demonstrating critical **understanding** of sources.

AO2-- Refine work by exploring ideas, selecting and **experimenting** with appropriate media, materials, techniques and processes.

AO3- Record ideas, observations and insights relevant to **intentions** as work progresses.

AO4- Present a personal and **meaningful** response that realises intentions and **demonstrates understanding** of visual language

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	SUMMER	
Topic	GCSE WANNA BE							
Challenge Objective and Content (for all learners)	CQ: What is colour testing and Composition? LP: Students will create a selection of colour scheme samples and possible composition try outs		CQ: How will I create my final piece? LP: Students will create their final piece; students are free to bring in canvases etc to help with its completion.		CQ: How do I create an Evaluation Page? LP: Students will evaluate their work using GCSE Criteria. Final Pieces will be displayed in the Final Exhibition.			End of Year whole School Exhibition.
Inspire Opportunities	IQ: How can I use Colour and Composition to make my final piece more exciting? AO2/AO4 -Using GCSE Assessment Objectives (AO's) -‘Artspire’ Challenge Programme		IQ: How can I complete my final piece? AO4 -Using GCSE Assessment Objectives (AO's) -‘Artspire’ Challenge Programme		IQ: How can I evaluate my work using GCSE criteria? AO4 -Using GCSE Assessment Objectives (AO's) -‘Artspire’ Challenge Programme			
Assessment Opportunities	Verbal Feedback from teachers Peer assessment Self-reflection.							Formal Feedback for all students.

Possible Homework's for this term:

- Watch and take notes of teacher demo videos.

AO1- Develop ideas through **investigations**, demonstrating critical **understanding** of sources.

AO2-- Refine work by **exploring** ideas, selecting and **experimenting** with appropriate media, materials, techniques and processes.

AO3- Record ideas, observations and insights relevant to **intentions** as work progresses.

AO4- Present a personal and **meaningful** response that realises intentions and **demonstrates understanding** of visual language

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