



Term / Date(s)	Half-term 1, 2 and 3	Half term 4 and 5	Half term 6
Topic	The World Around You	Illustration and Graphics	Graffiti, zentangles and mindfulness
Topic Overview	Students use natural form to experiment with different drawing and mark making techniques in 2D and 3D materials	Students will use the work of graphic artists to explore careers in Art and develop their own graphic outcomes	Students will explore how artists use art to express themselves, and find out how to use art to promote wellbeing and mindfulness
Components	<p>Students will learn...</p> <ul style="list-style-type: none"> How to draw from primary and secondary sources, consolidating their understanding of drawing techniques such as using guidelines and lines of symmetry in order to record their observations effectively Learn how to use the formal elements to describe their work How to use different materials to record, such as blending red and green biro, oil pastel, embossing, carbon paper, photography, charcoal etc., understanding that recording can be for different purposes and different visual effects, broadening their use of materials To focus on the texture of their drawings, experimenting with controlled and expressive mark making in different materials to create line, shape and form to build confidence in their drawing To understand how to use perspective in their work, such as ensuring marks are larger in the foreground About local artists such as David Hockney, Sophie Baxter and Sarah Harris, using their work to further develop and inform their own outcomes How to use clay, developing their understanding of mark making and colour in 3D, also broadening their use of different materials 	<ul style="list-style-type: none"> About different art careers by exploring the work of graphic artists such as John Tenniel, Beatrix Potter, Raymond Briggs, Ben Shafer to help them understand how art might be used outside of the school curriculum. How to analyse artwork appropriately for GCSE and present it as annotation in their sketchbooks, using the appropriate formal elements To be able to think critically about art work, using the language of art (formal elements) to develop a more rigorous personal understanding of art and design To consolidate their use of materials such as pencil crayon, and watercolour, and learn to use pen and ink, considering their own layout and presentation To explore the work of KAWS, analysing how he alters popular graphic art and subverts its meaning through cropping, altering and changing the use of colour How to use their analysis of KAWS to develop their own design ideas How to use a limited colour range of gouache to develop proficiency in painting techniques, broaden their range of materials and understanding of possible artistic constraints 	<ul style="list-style-type: none"> To further explore the work of artists, such as Fabric Lenny, Keith Haring, Vexx, Shephard Fairy and Banksey to broaden their knowledge of the visual art world To explore drawing from their imagination, using simple shapes and objects to build designs with increasing complexity How to use felt tip pen, both with water and black outlines, so develop their use of proficiency in different materials How becoming absorbed in a task can relieve stress and help them to manage their mental health as their school work starts to become ever more important
Key vocabulary pupil will know and learn	Line, tone, texture Mapping out/guide lines Texture/expression/mark making Landscape Watercolour/oil pastel/charcoal/emboss/ Layering Clay Kiln Glaze Bisque Stoneware	Illustrator Animator Concept artist Fine Artist Subvert Analysis/analyse Line, tone, form, shape, colour, texture, space, pattern – the formal elements	Graffiti/street art Zentangle Mindfulness