

**Curriculum Intent.** To adapt and develop an ambitious curriculum for all pupils, so they may gain a strong sense of progress and grow in confidence as it teaches knowledge skills and cultural capital through Art. Learners develop confidence; build their resilience emotionally, creatively and physically through a widening range of internal and external experiences/provision.

3 units delivered over 2 years from the list below and an externally set brief	Learning outcomes	Assessment criteria
1	In this unit students will explore Images found on Totem Poles. They investigate the animals found on the poles and the patterns used by the American Indians to represent them. The students will investigate why the Totem Poles were built and relate them to icons that are worship in today's society. Students will investigate several processes including block print, painting, stitching (hand and machine) and a screen print for the final design. Their final design will be a hanging piece using several pieces of fabric. Studies will also be developed from the work of the Aboriginals to help develop a final piece	Develop ideas through investigations, Refine work by exploring ideas, selecting and experimenting Record ideas, observations Present a personal and meaningful response
2	In this unit students will explore the Egyptian Artefacts. They will explore the gods and materials used by ancient Egyptian artists to generate ideas for their final piece. They will investigate their influences and explore ways to create artefacts like paper and bowls. They will explore the colours, drawings and hieroglyphics before making their own design.	Develop ideas through investigations, Refine work by exploring ideas, selecting and experimenting Record ideas, observations Present a personal and meaningful response
3	In this unit students will explore the artists Bridget Riley and Giger to generate ideas for their final piece. They will investigate their influences and explore ways to create texture and use monotone painting within their work. Learners will explore Gothic architecture from arches to doorways as well as mechanical/ industrial objects to develop ideas for a 3D monotone painting.	Develop ideas through investigations, Refine work by exploring ideas, selecting and experimenting Record ideas, observations Present a personal and meaningful response
4	In this unit students explore Art from India. They investigate visual imagery and explore religious works from each culture. They talk about paintings artefacts in order to develop ideas in which non-western cultures represent Gods and their beliefs. They will explore alternative materials used by these cultures to produce works and create work in response to their findings. Students will show a recognition of Indian art and artefacts through the exploration of different cultures.	Develop ideas through investigations, Refine work by exploring ideas, selecting and experimenting Record ideas, observations Present a personal and meaningful response

5	<p>In this unit students will explore how camouflage is used by animals, plants and human beings and use their patterns in a painting they will explore the work of Henri Rousseau and produce a piece of work based on the different aspects of his work. They will explore how animals are used in pieces of art as well as plants and flowers. Students will investigate foreground and background as they produce their final piece.</p>	<p>Develop ideas through investigations,  Refine work by exploring ideas, selecting and experimenting  Record ideas, observations  Present a personal and meaningful response</p>
	Externally set brief	<p>Develop ideas through investigations,  Refine work by exploring ideas, selecting and experimenting  Record ideas, observations  Present a personal and meaningful response</p>