

Create hypothesise formulate design imagine compose develop improve	<ul style="list-style-type: none"> • Create a painting by Monet carefully recording the colours and marks used. • Evaluate and improve work in progress to produce a quality outcome.
Evaluate recommend persuade debate justify assess conclude determine	<ul style="list-style-type: none"> • Evaluate their painting skills whilst copying a painting by Monet carefully recording the colours and marks used. • Evaluate and improve work in progress to produce a quality outcome.
Analyse infer research investigate question appraise examine prioritise organise	<ul style="list-style-type: none"> • Recreate a painting by Monet carefully analysing and recording the colours and marks used. • Research the work of Monet and Constable collecting examples of landscapes.
Apply demonstrate manipulate calculate practise identify use	<ul style="list-style-type: none"> • Demonstrate understanding of primary, secondary colours, tints and shades creating a colour wheel (subtractive colour theory). • Demonstrate and practise painting skills showing understanding of the paint marks and colour used in a Monet painting, whilst copying one of his paintings.
Understand explain interpret give examples estimate illustrate	<ul style="list-style-type: none"> • Demonstrate understanding of the technique of Monet through accurate observation and record the colour and mark making of one of his paintings.
Remember list recognise define recall label	<ul style="list-style-type: none"> • Remember the subtractive colour wheel. • Remember, recall and apply the key painting skills (mix dark colours into light and make paint like toothpaste to create opaque colours that can be layered on top of each other).

Create hypothesise formulate design imagine compose develop improve	<ul style="list-style-type: none"> • Develop, design and compose a collage of a bird. • Evaluate and improve work in progress to produce a quality outcome.
Evaluate recommend persuade debate justify assess conclude determine	<ul style="list-style-type: none"> • Evaluate observation skills whilst developing collage bird. • Evaluate and improve work in progress to produce a quality outcome.
Analyse infer research investigate question appraise examine prioritise organise	<ul style="list-style-type: none"> • Use a drawing grid to analyse and accurately record an image of a bird. • Use an enlargement drawing grid to analyse and accurately enlarge a bird photograph. • Use collage to analyse and accurately record the colours of a bird. • Research mixed media and collage images of birds and present examples.
Apply demonstrate manipulate calculate practise identify use	<ul style="list-style-type: none"> • Use a drawing grid to accurately record an image of a bird practising drawing skills. • Use an enlargement drawing grid to accurately enlarge a bird photograph practising drawing skills. • Use an enlargement drawing grid to accurately enlarge a cartoon character practising drawing skills. • Use collage to accurately record the colours of a bird practising collage skills.
Understand explain interpret give examples estimate illustrate	<ul style="list-style-type: none"> • Demonstrate an understanding of collage techniques whilst interpreting a photograph and developing a collage.
Remember list recognise define recall label	<ul style="list-style-type: none"> • Remember and recall how to use a drawing grid and apply knowledge for homework.

<p> Create hypothesise formulate design imagine compose develop improve </p>	<ul style="list-style-type: none"> • Create design for the surface of letter sculpture based on the work of researched art. • Create sculptures of letters based on students' initials. • Evaluate and improve work in progress to produce a quality outcome.
<p> Evaluate recommend persuade debate justify assess conclude determine </p>	<ul style="list-style-type: none"> • Evaluate and improve work in progress to produce a quality outcome.
<p> Analyse infer research investigate question appraise examine prioritise organise </p>	<ul style="list-style-type: none"> • Investigate, research and collect examples of abstract art to inform the decoration of sculpture letters.
<p> Apply demonstrate manipulate calculate practise identify use </p>	<ul style="list-style-type: none"> • Practice and manipulate sculpture techniques to create a large letter sculpture using card and newspaper. • Practice and manipulate painting and mixed media techniques to decorate a letter sculpture.
<p> Understand explain interpret give examples estimate illustrate </p>	<ul style="list-style-type: none"> • Investigate, research and collect examples of abstract art to inform the decoration of sculpture letters.
<p> Remember list recognise define recall label </p>	<ul style="list-style-type: none"> • Remember, recall and apply the key skills in building a card and paper sculpture.

<p> Create hypothesise formulate design imagine compose develop improve </p>	<ul style="list-style-type: none"> • Design, compose and create a stencil print based on fruit and vegetables. • Design, compose and create a stencil print based on a bowl of fruit without teacher assistance to demonstrate understanding and improvement in the techniques learnt. • Evaluate and improve work in progress to produce a quality outcome.
<p> Evaluate recommend persuade debate justify assess conclude determine </p>	<ul style="list-style-type: none"> • Evaluate and improve work in progress to produce a quality outcome.
<p> Analyse infer research investigate question appraise examine prioritise organise </p>	<ul style="list-style-type: none"> • Investigate through observation studies natural forms by drawing and collage. • Research and investigate stencil artwork including the graffiti artist Banksy.
<p> Apply demonstrate manipulate calculate practise identify use </p>	<ul style="list-style-type: none"> • Practice and manipulate stencil techniques whilst recreating Icarus by Matisse as a stencil print.
<p> Understand explain interpret give examples estimate illustrate </p>	<ul style="list-style-type: none"> • Demonstrate understanding of stencil methods whilst creating a print based on fruit and vegetables.
<p> Remember list recognise define recall label </p>	<ul style="list-style-type: none"> • Remember, recall and apply the key skills in creating a stencil print.

<p> Create hypothesise formulate design imagine compose develop improve </p>	<ul style="list-style-type: none"> • Create and compose designs for a drawing and painting based on shell studies. • Create and compose designs in the style of Ruth Piper. • Improve skills with watercolour techniques and drawing techniques. • Evaluate and improve work in progress to produce a quality outcome.
<p> Evaluate recommend persuade debate justify assess conclude determine </p>	<ul style="list-style-type: none"> • Evaluate and improve work in progress to produce a quality outcome.
<p> Analyse infer research investigate question appraise examine prioritise organise </p>	<ul style="list-style-type: none"> • Examine and analyse the form and shape of seashells through focused observation. • Research the artwork of Ruth Piper.
<p> Apply demonstrate manipulate calculate practise identify use </p>	<ul style="list-style-type: none"> • Practise observation and drawing skills whilst recording from observation. • Practise and manipulate watercolour wash techniques through studies and final outcomes.
<p> Understand explain interpret give examples estimate illustrate </p>	<ul style="list-style-type: none"> • Research the artwork of Ruth Piper and give examples in student sketchbook.
<p> Remember list recognise define recall label </p>	<ul style="list-style-type: none"> • Remember, recall and apply the key skills of washes when working in watercolours.

<p> Create hypothesise formulate design imagine compose develop improve </p>	<ul style="list-style-type: none"> • Create a clay gargoyle face. • Design a clay gargoyle using drawings and research to inform imagination for design. • Evaluate and improve work in progress to produce a quality outcome.
<p> Evaluate recommend persuade debate justify assess conclude determine </p>	<ul style="list-style-type: none"> • Evaluate and improve work in progress to produce a quality outcome.
<p> Analyse infer research investigate question appraise examine prioritise organise </p>	<ul style="list-style-type: none"> • Research and investigate human expressions through drawings and photographs.
<p> Apply demonstrate manipulate calculate practise identify use </p>	<ul style="list-style-type: none"> • Practice with and manipulate clay to form clay gargoyle.
<p> Understand explain interpret give examples estimate illustrate </p>	<ul style="list-style-type: none"> • Present examples of expressions and gargoyles in student sketchbook.
<p> Remember list recognise define recall label </p>	<ul style="list-style-type: none"> • Remember and recall ceramic skills when creating clay gargoyle.

<p> Create hypothesise formulate design imagine compose develop improve </p>	<ul style="list-style-type: none"> • Create a simple card and paper relief print of an owl. • Create a rubbing collage of an owl. • Evaluate and improve work in progress to produce a quality outcome.
<p> Evaluate recommend persuade debate justify assess conclude determine </p>	<ul style="list-style-type: none"> • Evaluate and improve work in progress to produce a quality outcome.
<p> Analyse infer research investigate question appraise examine prioritise organise </p>	<ul style="list-style-type: none"> • Research, investigate and present examples of simple card and paper relief prints. • Investigate the school environment whilst making organising and collecting rubbings for a collage of an owl.
<p> Apply demonstrate manipulate calculate practise identify use </p>	<ul style="list-style-type: none"> • Manipulate and practise rubbing and collage techniques to create an image of an owl. • Use paper relief collagraph techniques to create a relief print of an owl.
<p> Understand explain interpret give examples estimate illustrate </p>	<ul style="list-style-type: none"> • Demonstrate understanding of simple paper and card relief prints.
<p> Remember list recognise define recall label </p>	<ul style="list-style-type: none"> • Remember, recall and apply the skills of paper and card collagraph.

<p> Create hypothesise formulate design imagine compose develop improve </p>	<ul style="list-style-type: none"> • Make and develop design studies for a self-portrait. • Evaluate and improve work in progress to produce a quality outcome.
<p> Evaluate recommend persuade debate justify assess conclude determine </p>	<ul style="list-style-type: none"> • Evaluate work in progress and improve work to produce a quality outcome.
<p> Analyse infer research investigate question appraise examine prioritise organise </p>	<ul style="list-style-type: none"> • Examine a Van Gogh self-portrait and infer from the colour and the marks made possible meaning. • Research and investigate a range of self-portraits examining and interpreting their meaning. • Examine the work of Barbara Krueger, Chuck Close, Gustav Klimt and Richard Burlett looking at meaning and technique.
<p> Apply demonstrate manipulate calculate practise identify use </p>	<ul style="list-style-type: none"> • Practise drawing and painting techniques developing studies for a self-portrait painting. • Identify and practise methods used by Barbara Krueger, Chuck Close, Gustav Klimt and Richard Burlett to help develop self-portraits.
<p> Understand explain interpret give examples estimate illustrate </p>	<ul style="list-style-type: none"> • Demonstrate understanding of self-portraits through practical work and annotation which interprets and explains pictures.
<p> Remember list recognise define recall label </p>	<ul style="list-style-type: none"> • Remember, recall and apply drawing and painting skills to produce a quality outcome. • Recognise that research helps provide support when developing the theme. • Remember, recall and recognise the 4 assessment objectives – DEVELOP- REFINE- RECORD- PRESENT.

Create hypothesise formulate design imagine compose develop improve	<ul style="list-style-type: none"> • Design and develop a collagraph on the theme of Natural Forms. • Evaluate work in progress and improve work to produce a quality outcome.
Evaluate recommend persuade debate justify assess conclude determine	<ul style="list-style-type: none"> • Determine how to develop observation drawings into designs for a collagraph. • Evaluate work in progress and improve work to produce a quality outcome.
Analyse infer research investigate question appraise examine prioritise organise	<ul style="list-style-type: none"> • Investigate, research and present a range of collagraphs from a range of artists. • Organise and present collagraphs to show the development of skills and understanding. • Through a series of observation drawing tasks, research and investigate natural forms to support the development of a collagraph.
Apply demonstrate manipulate calculate practise identify use	<ul style="list-style-type: none"> • Identify and practise the skills required to make and print a collagraph in relief and intaglio. • Produce a series of prints on the theme of Natural Form demonstrating command of the necessary techniques.
Understand explain interpret give examples estimate illustrate	<ul style="list-style-type: none"> • Give examples from investigation and research of collagraphs from a range of artists.
Remember list recognise define recall label	<ul style="list-style-type: none"> • Remember, recall and apply the skills and techniques of collagraphs. • Recognise that research helps provide support when developing the theme. • Remember, recall and recognise the 4 assessment objectives – DEVELOP- REFINE- RECORD- PRESENT.

<p> Create hypothesise formulate design imagine compose develop improve </p>	<ul style="list-style-type: none"> • Develop and design a personal outcome to the theme Past, Present and Future based on individual research. • Evaluate work in progress and improve work to produce a quality outcome
<p> Evaluate recommend persuade debate justify assess conclude determine </p>	<ul style="list-style-type: none"> • Determine the best idea to develop into an outcome from research and studies. • Evaluate work in progress and improve work to produce a quality outcome.
<p> Analyse infer research investigate question appraise examine prioritise organise </p>	<ul style="list-style-type: none"> • Examine the Marcel Duchamp painting “Nude Descending the Staircase” to understand how Duchamp showed motion. • Research the photographs of Muybridge exploring motion. • Investigate the artwork of Tom Phillips whilst exploring the text of “Time” by Pink Floyd. • Research and investigate the theme Past, Present and Future through individual research. • Organise personal research presenting in sketchbook to explain the journey through initial ideas to outcome.
<p> Apply demonstrate manipulate calculate practise identify use </p>	<ul style="list-style-type: none"> • Demonstrate an understanding of the Marcel Duchamp painting “Nude Descending the Staircase” by copying part of the image in paint. • Practise painting and mixed media techniques whilst creating images of a hand in motion. • Practise painting, drawing and mixed media techniques whilst drawing from first-hand experience figure in motion. • Practise wire and tissue sculptures based on drawings of figures in movement.
<p> Understand explain interpret give examples estimate illustrate </p>	<ul style="list-style-type: none"> • Explain, through annotation, how Marcel Duchamp showed movement in his painting “Nude Descending the Staircase”.
<p> Remember list recognise define recall label </p>	<ul style="list-style-type: none"> • Remember, recall and apply the idea of sequence whilst developing ideas in a variety of materials. • Recognise that research helps provide support when developing the theme. • Remember, recall and recognise the 4 assessment objectives – DEVELOP- REFINE- RECORD- PRESENT.