



Core Aim

Our core aim is to support our students in their pursuit of knowledge and wisdom, allowing them to flourish as lifelong learners seeking to love God and serve the community.

Curriculum Vision

Regardless of prior attainment or circumstances, all students at St Peter's have equal access to a broad curriculum that is knowledge-rich, inclusive and ambitious. Our curriculum will give students the knowledge, skills and experiences to gain qualifications and the social and cultural capital necessary to flourish both individually and in society. Our curriculum should be a joyful experience for students stimulating a life-long love of learning.

Curriculum Plans & Progress Ladders

This document provides an overview of the topics students will study in each curriculum area, along with information on how their progress will be assessed. In Key Stage 3, each department has set the expected standards for students to achieve by the end of the year or the Key Stage. These standards are detailed as progress ladders, explaining what students should have secured at each step and what they can do to further progress. These are broad statements written to summarise the knowledge and skills a student will have acquired at each stage of their learning. Students will be assessed regularly during their learning and departments may use more specific criteria when designing assessments. This document should be read alongside your child's progress report to help you understand their current level of attainment in each subject.



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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question
Sweet treats What makes a work of art visually interesting or aesthetically pleasing?	Sweet treats What is the significance of composition in creating visually engaging artwork?	Insects How does the creative process evolve from initial concept to final artwork?	Insects How does art connect with other disciplines?	Mushrooms How do artists express their individuality and personal experiences through their work?	Mushrooms How does creating art provide a sense of mindfulness and present-moment awareness?
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
Introduction to the art department, its environment and health and safety Responding: <ul style="list-style-type: none"> Why do we look at the work of others? Refining: <ul style="list-style-type: none"> How do you create darker shades? How do we create 'gradual' blends when using tone? Recording: <ul style="list-style-type: none"> What is form? Recording from primary observation. Recording from secondary observation. Know about the different grades on pencils. What is tone? Why do we draw from observation? What does the term 'blending' mean?: 	Responding: <ul style="list-style-type: none"> What can we learn from looking at the work of artists. Refining: <ul style="list-style-type: none"> Why do we build layers with watercolours? What is a shade? Recording: <ul style="list-style-type: none"> Why do we colour mix? What are the primary colours? Why are they the primary colours? What are harmonious colours? Recording from an artist's work. Presenting <ul style="list-style-type: none"> What is a neat presentation? What is creative presentation? 	Responding: <ul style="list-style-type: none"> How artists use colour in their work. Refining: <ul style="list-style-type: none"> What is gradual blending? What is a highlight? What is a shadow? Recording: <ul style="list-style-type: none"> What is proportion? Why is accuracy important when drawing? Scaffolding to draw accurately. Presenting: <ul style="list-style-type: none"> What is composition in art? What is a balanced composition? What is a final outcome? 	Responding: <ul style="list-style-type: none"> How do artists use the formal element pattern in their work? How artists transfer their work onto products. Refining: <ul style="list-style-type: none"> What is a repeating pattern? What is a block pattern? Why is the arrangement of colour important? Recording: <ul style="list-style-type: none"> What are harmonious colours? What are complementary colours? What are warm colours? What are cool colours? Presenting: <ul style="list-style-type: none"> Can the work of others influence our presentation? Why is reviewing your work important? 	Responding: <ul style="list-style-type: none"> What do artists convey through their work? Refining: <ul style="list-style-type: none"> What is hatching? What is cross hatching? Recording: <ul style="list-style-type: none"> Why is accuracy important when drawing? Presenting: <ul style="list-style-type: none"> How to put together a creative presentation? Why is reflecting on your work important? 	Responding: <ul style="list-style-type: none"> Exploring why artists create their work. Refining: <ul style="list-style-type: none"> What is shallow relief? What is surface texture? Application of colour. Recording: <ul style="list-style-type: none"> What does form mean? Why is colour important in communication of emotion? Presenting: <ul style="list-style-type: none"> How to record and present the process of creating 3D.

Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge
<p>Responding: How to use the SEMI framework to respond to artists' work.</p> <p>Refining: How to use different pencils to create a wide range of tonal marks.</p> <p>Recording: How to blend tones to create a gradient. How to draw from secondary observation.</p> <p>Presenting: How to present neatly.</p>	<p>Responding: How to use media in the style of an artist's work.</p> <p>Refining: How to build layers using water colour paints. How to apply paint neatly.</p> <p>Recording: How to colour mix accurately. How to create tints and shades with paint.</p> <p>Presenting: How to present creatively.</p>	<p>Responding: How artists can influence our own work.</p> <p>Refining: How to create tones and highlights using pencil crayons. How to gradually blend between colours.</p> <p>Recording: How to draw with accurate proportions. How to create realism when drawing. How to colour mix using pencil crayons.</p> <p>Presenting: How to use space successfully when presenting.</p>	<p>Responding: How artists use the formal elements in art.</p> <p>Refining: How to make a repeating pattern. How to arrange colour to make it aesthetically pleasing.</p> <p>Recording: How to use knowledge of colour theory in your own work.</p> <p>Presenting How the work of others can influence your own presentation. How to incorporate artists' work into your own presentation.</p>	<p>Responding: How artists reflect their thoughts and emotions through their work.</p> <p>Refining: How to record using biro. How to use mark making when drawing. How to illustrate texture through drawing.</p> <p>Recording: How to create a realism when drawing. How to record using different medias.</p>	<p>Responding: How to create 2D to 3D relief.</p> <p>Refining: How to create a shallow relief sculpture.</p> <p>Recording: How to record in 3D.</p> <p>Presenting: How to collaborate with others to create a large scale artwork.</p>
Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary	Tier 3 Subject Vocabulary		Tier 3 Subject Vocabulary	
<p>Tone</p> <p>Form</p> <p>Primary source</p> <p>Secondary source</p> <p>Highlight</p>	<p>Complementary colours</p> <p>Harmonious colours</p> <p>Bleeding</p> <p>Shades</p>	<p>Proportion</p> <p>Asymmetrical</p> <p>Concept</p> <p>Symmetry</p> <p>Repeating</p> <p>Pattern</p>		<p>Cross hatching</p> <p>Base relief</p> <p>Collage</p> <p>Media</p>	
Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)
<p>Presentation of work</p> <p>Drawing:</p> <ul style="list-style-type: none"> You can use pencil to observe shapes and tones to add detail to your drawings. You can use a range of tones and mark making to give your drawings depth and texture. Your drawings show that you have looked carefully at detail <p>Artist research:</p> <ul style="list-style-type: none"> You can use S.E.M.I to 	<p>Presentation of work</p> <p>Painting:</p> <ul style="list-style-type: none"> You can mix and apply colours in paint with accuracy you can apply your paint to the paper neatly and carefully You can blend your colours smoothly and evenly <p>Artist research:</p> <ul style="list-style-type: none"> You can present the work of artists creatively. You can use the style & technique of artist's to inspire your own work. 	<p>Presentation of work</p> <p>Drawing:</p> <ul style="list-style-type: none"> You can record shapes accurately. You can draw with accurate proportions. You can colour mix with pencil crayons to create realistic shades. <p>Artist research:</p> <ul style="list-style-type: none"> You can present the work of artists creatively. You can use the style & technique of artist's to inspire your own work. 	<p>Presentation of work</p> <p>Pattern making/use of colour</p> <ul style="list-style-type: none"> You can thoughtfully select from the drawing to create symmetry, through mirror or rotation. You can select colours that are from certain colour groups - eg hot/cold/contrast/harmonious <p>Artist research:</p> <ul style="list-style-type: none"> You can present the work of artists creatively. You can use the style & technique of artist's to inspire your own work. 	<p>Presentation of work</p> <ul style="list-style-type: none"> understand and explain how different types of art and design convey interpretations of mood and meaning; <p>Drawing:</p> <ul style="list-style-type: none"> You can record shapes accurately. You can draw with accurate proportions. <p>Artist research:</p> <ul style="list-style-type: none"> You can present the work of artists creatively. describe the different characteristics of art and design and evaluate their qualities; 	<p>Presentation of work</p> <ul style="list-style-type: none"> provide honest assessment and purposeful feedback to their peers describing strengths and possible next steps <p>2D and 3D:</p> <ul style="list-style-type: none"> You can use a range of paper and cardboard construction materials <p>Artist research:</p> <ul style="list-style-type: none"> You can present the work of artists creatively. You can use the style & technique of artist's to inspire your own work.

analyse the work of artists'.
● You can research the work
of artists'.

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At St Peter's we believe that a broad and balanced curriculum with a strong academic core is a right for all pupils. We seek to encourage pupils to explore subjects of interest around their in-school learning and to enhance their curriculum experience through enrichment.

	Responding	Refining	Recording	Presenting
Mastering	Undertake my own research into different artists, using this to create exciting and varied responses. Use detailed language when describing my work or the work of others.	Skilfully experiment with many art techniques, combining these together to create exciting outcomes. Use colour to convey emotions and show links to artists and themes.	Skilfully observe proportion and scale when drawing. Understand how to use tone and texture to achieve depth and realism. Mix colours and paint with considerable skill.	Select and develop techniques, integrate artist references and create exciting and individual pieces. I have created a personal presentation of my work with a confident use of skill and composition.
Advancing	Confidently apply my understanding of the work of others by using fluent and relevant vocabulary. Give clear and considered explanations.	Experiment with a range of relevant techniques, using different materials with skill. Develop different approaches, using these to inform my own ideas.	Use a range of pencils to produce accurately proportioned drawings. Paint with excellent control, using a range of colours to create depth in my paintings.	Explore a range of techniques and use artist styles to inform my ideas when developing my own artwork. I have created a personal presentation of my work with a confident use of skill.
Securing	Look at the work of others and form my own opinions using the correct art specific language. Give specific reasons as to why I like or dislike a piece of artwork.	Select and apply a range of experimental techniques. Develop my own ideas using an experimental approach.	Draw using tone and texture to create a realistic appearance. Apply my understanding of the colour theory practically when mixing paints.	Use my own ideas and images to create individual and experimental finished pieces, showing artist links. I have presented my work creatively.
Developing	Select specific pieces of artwork and use these for my own artistic development. Explain my likes and dislikes about different artworks and write in full sentences.	Test a number of techniques with growing independence. Use different ideas to make changes to my work as it progresses.	Draw with increasing accuracy and growing skill, using tone and texture. Mix colours and experiment with a range of paint techniques with some success.	Present a personal response from different ideas and approaches. I have presented my work using all available space.
Emerging	Look at the work of different artists and apply simple techniques in their style. Use basic language when describing the work of others.	Experiment with different art techniques and media. Look at your own work as it progresses.	Use a pencil to observe shape and tones to add detail to my drawings. Mix colours and apply some layers to my paintings.	Use my practical drawing and painting skills to create finished pieces of work. I have arranged my work neatly.



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Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question
<p>POP ART</p> <p>What are the different art movements and styles throughout history?</p>	<p>POP ART</p> <p>How does the use of different art mediums impact the message or interpretation of the artwork?</p>	<p>KEITH HARING</p> <p>How does art challenge or reinforce stereotypes and societal norms?</p>	<p>KEITH HARING</p> <p>What role does art play in promoting a positive body image and self-acceptance?</p>	<p>GRAFFITI WARS</p> <p>How can art be used for social and environmental activism?</p>	<p>GRAFFITI WARS</p> <p>How does art reflect the artist's personal experiences and perspectives?</p>
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
<p>Responding:</p> <ul style="list-style-type: none"> How artists respond to the world around them. Who is Roy Lichtenstein? <p>Refining:</p> <ul style="list-style-type: none"> How to blend neatly? How to create pop art characteristics when drawing? <p>Recording:</p> <ul style="list-style-type: none"> What is proportion? Why is accuracy important when drawing? What is grid method? <p>Presenting:</p> <ul style="list-style-type: none"> How can an artist influence your presentation? 	<p>Responding:</p> <ul style="list-style-type: none"> How artists use text in their work. What is onomatopoeia? <p>Refining:</p> <ul style="list-style-type: none"> What is a design idea? Why is colour important? <p>Recording:</p> <ul style="list-style-type: none"> How to create accurate lettering? How to create 3d lettering? Why is blending between tones important? <p>Presenting:</p> <ul style="list-style-type: none"> How to fill the composition of the page effectively? 	<p>Responding:</p> <ul style="list-style-type: none"> How artwork can be transferred onto different products. <p>Refining:</p> <ul style="list-style-type: none"> How to be inspired by the work of others? What is a complementary colour? <p>Recording:</p> <ul style="list-style-type: none"> How to neatly apply block colour? What are the main features of Keith Haring's work? <p>Presenting:</p> <ul style="list-style-type: none"> How to create visual interest in your presentation? Why do we create creative titles 	<p>Responding:</p> <ul style="list-style-type: none"> How artists use imagination to create individuality in their work. <p>Refining:</p> <ul style="list-style-type: none"> What is mixed media? What creates a cartoon style? <p>Recording:</p> <ul style="list-style-type: none"> What are the main features of Keith Haring's work? Why do we sketch out our design before painting? <p>Presenting:</p> <ul style="list-style-type: none"> Can an artist influence presentation? 	<p>Responding:</p> <ul style="list-style-type: none"> What is graffiti? Who is Banksy <p>Refining:</p> <ul style="list-style-type: none"> How to create a message behind a piece of artwork? Why is accuracy important? <p>Recording:</p> <ul style="list-style-type: none"> What is a font? Why is font choice important? What is a stencil? <p>Presenting:</p> <ul style="list-style-type: none"> Why is presentation important? What are different ways to ensure good use of space? 	<p>Responding:</p> <ul style="list-style-type: none"> Are Graffiti artists artists? Who is Robbo? <p>Refining:</p> <ul style="list-style-type: none"> How to work on different surfaces? Why do we reflect on our own work? <p>Recording:</p> <ul style="list-style-type: none"> How to mix colours effectively? How to select an appropriate media? <p>Presenting:</p> <ul style="list-style-type: none"> What different ways can you present?
Tier 3 Subject Vocabulary		Tier 3 Subject Vocabulary		Tier 3 Subject Vocabulary	
Context Composition		Brush work Bleeding		Font Typography	

Media Complementary colours Primary colours Secondary colours		Mixed media Harmonious Contrasting Complementary Cool Warm		Stencil Street Art Exaggerated	
Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge
Responding: How to use the SEMI framework to respond to artists' work. Refining: How to use dry media using different techniques for different visual outcomes. Recording: How to use grid method to recreate images accurately Presenting: How to present creatively and neatly.	Responding: How to create designs inspired by POP art. Refining: How to build lettering into 3D letter forms. How to apply dry media effectively. How to create your own designs? Presenting: How to fill the composition of the page effectively?	Responding: How artists can influence our own work. Refining: How to create work inspired by others. How to create an accurate outline Presenting: How to create a visually interesting presentation?	Responding: How artists use the formal elements in art. Refining: How to create flat tone with watercolours? Why are outlines important? Recording: How to use artist knowledge to influence your own work? Presenting How to incorporate artists' work into your own presentation.	Responding: How is text used in art? What makes an artist an artist? Refining: How to record using biro. How to use mark making when drawing. How to illustrate texture through drawing. Recording: How can stencils be used in art? How to create a suitable font? Presenting How to use space successfully when presenting.	Responding: How to create 3D artwork? Refining: How to create graffiti work? Which media is best for different surfaces? How to reflect on our own work? Recording: How to record in 3D form? Presenting: How present in 3D form?
Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)
Presentation of work Drawing: <ul style="list-style-type: none"> You can use the grid method to accurately recreate another image Artist research: <ul style="list-style-type: none"> You can use S.E.M.I to analyse the work of artists'. You can research the work of artists'. show that they can use their research on artists and designers to inform their creative decisions 	Presentation of work Painting: <ul style="list-style-type: none"> You can use a pencil to observe shapes and tones to add detail to your drawings. You can use a range of tones and mark making to give your drawings shape and form. You can render fonts and lettering accurately.You can mix and apply colours in paint with accuracy You can blend your colours smoothly and evenly Artist research: <ul style="list-style-type: none"> You can present the work of artists creatively. You can use the style & technique of artist's to inspire your own work. 	Presentation of work Drawing: <ul style="list-style-type: none"> You can use the art of others' to create a visually informing piece of work. Artist research: <ul style="list-style-type: none"> You can present the work of artists creatively. You can use the style & technique of artist's to inspire your own work. 	Presentation of work Final piece <ul style="list-style-type: none"> You can apply your paint to the paper neatly and carefully Artist research: <ul style="list-style-type: none"> You can present the work of artists creatively. You can use the style & technique of artist's to inspire your own work. 	Presentation of work <ul style="list-style-type: none"> understand and explain how different types of art and design convey interpretations of mood and meaning; Drawing: <ul style="list-style-type: none"> You can record shapes accurately. You can draw with accurate proportions. Artist research: <ul style="list-style-type: none"> You can present the work of artists creatively. describe the different characteristics of art and design and evaluate their qualities; 	Presentation of work <ul style="list-style-type: none"> provide honest assessment and purposeful feedback to their peers describing strengths and possible next steps 2D and 3D: <ul style="list-style-type: none"> You can use a range of paper and cardboard construction materials Artist research: <ul style="list-style-type: none"> You can present the work of artists creatively. You can use the style & technique of artist's to inspire your own work.



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Advancing	Confidently apply my understanding of the work of others by using fluent and relevant vocabulary. Give clear and considered explanations.	Experiment with a range of relevant techniques, using different materials with skill. Develop different approaches, using these to inform my own ideas.	Use a range of pencils to produce accurately proportioned drawings. Paint with excellent control, using a range of colours to create depth in my paintings.	Explore a range of techniques and use artist styles to inform my ideas when developing my own artwork. I have created a personal presentation of my work with a confident use of skill.
Securing	Look at the work of others and form my own opinions using the correct art specific language. Give specific reasons as to why I like or dislike a piece of artwork.	Select and apply a range of experimental techniques. Develop my own ideas using an experimental approach.	Draw using tone and texture to create a realistic appearance. Apply my understanding of the colour theory practically when mixing paints.	Use my own ideas and images to create individual and experimental finished pieces, showing artist links. I have presented my work creatively.
Developing	Select specific pieces of artwork and use these for my own artistic development. Explain my likes and dislikes about different artworks and write in full sentences.	Test a number of techniques with growing independence. Use different ideas to make changes to my work as it progresses.	Draw with increasing accuracy and growing skill, using tone and texture. Mix colours and experiment with a range of paint techniques with some success.	Present a personal response from different ideas and approaches. I have presented my work using all available space.
Emerging	Look at the work off different artists and apply simple techniques in their style. Use basic language when describing the work of others.	Experiment with different art techniques and media. Look at your own work as it progresses.	Use a pencil to observe shape and tones to add detail to my drawings. Mix colours and apply some layers to my paintings.	Use my practical drawing and painting skills to create finished pieces of work. I have arranged my work neatly.



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EYE / SKULL What is the relationship between precision in drawing and artistic expression, and how can technical skill enhance or limit creative interpretation?	EYE / SKULL How do artists use visual perception and optical illusions to challenge the viewer's perception of reality	NDEBELE What are the cultural influences on art, and how do they shape artistic expressions?	NDEBELE How does art influence and reflect culture, and how can it be a tool for cultural expression and understanding	ABORIGINAL ART How do artists use symbolism, and what impact does it have on the viewer's interpretation of the artwork	ABORIGINAL ART How do artists use different materials and techniques to create texture in their artwork?
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
Responding: <ul style="list-style-type: none"> How artists use realism in their work. Refining: <ul style="list-style-type: none"> What is scaffolded drawing? What is layering of tone? What is a shadow? Recording: <ul style="list-style-type: none"> What is proportion? Why is accuracy important when drawing? Scaffolding to draw accurately. Presenting: <ul style="list-style-type: none"> What is composition in art? Why is scale important in drawing? 	Responding: <ul style="list-style-type: none"> How to use layering drawing methods to accurately record Escher eye/skull image. Refining: <ul style="list-style-type: none"> What is gradual blending? What is a monoprint? What is printing ink? What is a clean print? Recording: <ul style="list-style-type: none"> What is a secondary source? Scaffolding to draw accurately. Presenting: <ul style="list-style-type: none"> What is composition in art? What is a balanced composition? What is a final outcome? 	Responding: <ul style="list-style-type: none"> How artists use geometric shape in their work Refining: <ul style="list-style-type: none"> What is geometric shape? What is architecture? What is textiles? Recording: <ul style="list-style-type: none"> Drawing without a guide such as a ruler Why are shapes important in communication? Presenting: <ul style="list-style-type: none"> What is an interactive composition? 	Responding: <ul style="list-style-type: none"> How artists use pattern for design and communication. Refining: <ul style="list-style-type: none"> What is structure and form? What is Recording: <ul style="list-style-type: none"> What is drawing for design? What are concept ideas? Presenting: <ul style="list-style-type: none"> What is planning for an outcome? What is a final piece? 	Responding: <ul style="list-style-type: none"> How artists use colour in their work. Know about the ways that signs and symbols are designed or used by artists to convey messages. Refining: <ul style="list-style-type: none"> What is What is a highlight? What is a shadow? Recording: <ul style="list-style-type: none"> What is proportion? Why is accuracy important when drawing? Scaffolding to draw accurately. Presenting: <ul style="list-style-type: none"> What is a shallow relief form? What are textured papers? 	Responding: <ul style="list-style-type: none"> How artists apply colour with paint techniques Refining: <ul style="list-style-type: none"> What is stippling? What are earthy colours? What is shallow relief? Recording: <ul style="list-style-type: none"> What are aboriginal signs and symbols? Presenting: <ul style="list-style-type: none"> What is a shallow relief form? What are textured papers? What is a final outcome?

Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge
<p>Responding: How to use a scaffolding drawing framework to create an accurate eye drawing.</p> <p>Refining: How to use pencil, blender and eraser to develop technical skill.</p> <p>Recording: How to use layers to build up an accurate technical drawing.</p> <p>Presenting: How to present creatively and neatly. How to use scale to fill the page.</p>	<p>Responding: How to create monoprints using black ink on different surfaces.</p> <p>Refining: How to create a clean monoprint on different papers. How to use different warm up activities to engage the left side of the brain.</p> <p>Presenting: How to present creatively and neatly. How to fill the composition of the page effectively?</p>	<p>Responding: How culture can influence artists. Know how particular genres contain visual characteristics to convey meaning.</p> <p>Refining: How to create geometric shapes. How to create an interactive presentation.</p> <p>Recording: How to draw freehand with accurate proportions.</p> <p>Presenting: How to use space successfully when presenting.</p>	<p>Responding: How to make a repeating pattern. How to arrange colour to make it aesthetically pleasing.</p> <p>Recording: How to use knowledge of colour theory in your own work.</p> <p>Presenting: How the work of others can influence your own presentation. How to incorporate artists' work into your own presentation.</p>	<p>Responding: Know how particular genres contain visual characteristics to convey meaning.</p> <p>Refining: How to record using biro. How to use mark making when drawing. How to illustrate texture through drawing.</p> <p>Recording: How to create a realism when drawing. How to record using different media.</p>	<p>Responding: How to create 2D to 3D relief.</p> <p>Refining: How to create a shallow relief sculpture.</p> <p>Recording: Know which tools are best/suitable to select for controlling their mark-making, painting and surface decoration.</p> <p>Presenting: How to collaborate with others to create a large scale artwork.</p>
Tier 3 Subject Vocabulary		Tier 3 Subject Vocabulary		Tier 3 Subject Vocabulary	
<p>Composition</p> <p>Alignment</p> <p>Monoprint</p> <p>Collograph</p> <p>Direct Print</p> <p>Line drawing</p> <p>Atposhere</p> <p>Surreal</p>		<p>Border</p> <p>Culture</p> <p>Pattern</p> <p>Pigment</p> <p>Perspective</p> <p>Parallel</p> <p>Mirroring</p> <p>Framed</p>		<p>Colour wash</p> <p>Texture</p> <p>Conceptual</p> <p>Narrative</p> <p>Mark Making</p>	
Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)
<p>Presentation of work</p> <p>Drawing:</p> <ul style="list-style-type: none"> You can use pencil, blender and eraser to build a technically accurate drawing of an eye. <p>Artist research:</p> <ul style="list-style-type: none"> You can research the work of artists'. show that they can use their research on artists and designers to inform their creative decisions 	<p>Presentation of work</p> <p>Printing::</p> <ul style="list-style-type: none"> You can create a clean monoprint on a variety of different surfaces. You can use a range of marks to build different tones on your prints. <p>Artist research:</p> <ul style="list-style-type: none"> You can present the work of artists creatively. You apply technical understanding to recreate Escher's eye/skull piece. 	<p>Presentation of work</p> <p>Drawing:</p> <ul style="list-style-type: none"> You can use the imagery of places to inspire your personal work. <p>Artist research:</p> <ul style="list-style-type: none"> You can present the work of artists creatively. You can use the style & technique of artist's to inspire your own work. Create imaginative responses and representations of the real world. 	<p>Presentation of work</p> <p>Final piece</p> <ul style="list-style-type: none"> You can apply your paint to the paper neatly and carefully Evaluate your own work, adapting and refining choices. <p>Artist research:</p> <ul style="list-style-type: none"> You can present the work of artists creatively. You can use the style & technique of artist's to inspire your own work. Use subject specific language to express research and personal interpretation. 	<p>Presentation of work</p> <ul style="list-style-type: none"> understand and explain how different types of art and design convey interpretations of mood and meaning; <p>Drawing:</p> <ul style="list-style-type: none"> You can record shapes accurately. You can draw with accurate proportions. Successfully explore the characteristics of different media, processes and techniques. <p>Artist research:</p> <ul style="list-style-type: none"> You can present the work of artists creatively. 	<p>Presentation of work</p> <ul style="list-style-type: none"> provide honest assessment and purposeful feedback to their peers describing strengths and possible next steps <p>2D and 3D:</p> <ul style="list-style-type: none"> You can use a range of paper and cardboard construction materials <p>Artist research:</p> <ul style="list-style-type: none"> You can present the work of artists creatively. You can use the style & technique of artist's to inspire your own work. Show that you can use your research on artists to inform your creative

			<ul style="list-style-type: none">• Respond to creative outcomes of others, expressing personal interpretation.	<ul style="list-style-type: none">• Explain how you have refined your ideas, skills and methods to apply what you have learned to improve your outcome.	decisions.
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At St Peter's we believe that a broad and balanced curriculum with a strong academic core is a right for all pupils. We seek to encourage pupils to explore subjects of interest around their in-school learning and to enhance their curriculum experience through enrichment.

	Responding	Refining	Recording	Presenting
Mastering	Undertake my own research into different artists, using this to create exciting and varied responses. Use detailed language when describing my work or the work of others.	Skilfully experiment with many art techniques, combining these together to create exciting outcomes. Use colour to convey emotions and show links to artists and themes.	Skilfully observe proportion and scale when drawing. Understand how to use tone and texture to achieve depth and realism. Mix colours and paint with considerable skill.	Select and develop techniques, integrate artist references and create exciting and individual pieces. I have created a personal presentation of my work with a confident use of skill and composition.
Advancing	Confidently apply my understanding of the work of others by using fluent and relevant vocabulary. Give clear and considered explanations.	Experiment with a range of relevant techniques, using different materials with skill. Develop different approaches, using these to inform my own ideas.	Use a range of pencils to produce accurately proportioned drawings. Paint with excellent control, using a range of colours to create depth in my paintings.	Explore a range of techniques and use artist styles to inform my ideas when developing my own artwork. I have created a personal presentation of my work with a confident use of skill.
Securing	Look at the work of others and form my own opinions using the correct art specific language. Give specific reasons as to why I like or dislike a piece of artwork.	Select and apply a range of experimental techniques. Develop my own ideas using an experimental approach.	Draw using tone and texture to create a realistic appearance. Apply my understanding of the colour theory practically when mixing paints.	Use my own ideas and images to create individual and experimental finished pieces, showing artist links. I have presented my work creatively.
Developing	Select specific pieces of artwork and use these for my own artistic development. Explain my likes and dislikes about different artworks and write in full sentences.	Test a number of techniques with growing independence. Use different ideas to make changes to my work as it progresses.	Draw with increasing accuracy and growing skill, using tone and texture. Mix colours and experiment with a range of paint techniques with some success.	Present a personal response from different ideas and approaches. I have presented my work using all available space.
Emerging	Look at the work off different artists and apply simple techniques in their style. Use basic language when describing the work of others.	Experiment with different art techniques and media. Look at your own work as it progresses.	Use a pencil to observe shape and tones to add detail to my drawings. Mix colours and apply some layers to my paintings.	Use my practical drawing and painting skills to create finished pieces of work. I have arranged my work neatly.