


		Year:	Subject:	Spring 2		Summer 1		Summer 2	
Intent	<b>Subject Concepts (Substantive knowledge)</b>  		<ul style="list-style-type: none"> <li>Art History, Cultures and Industry</li> </ul>		Prior Knowledge: <ul style="list-style-type: none"> <li></li> </ul>	Printmaking and print utilised for London underground posters: historical and current	Prior Knowledge: <ul style="list-style-type: none"> <li>Includes limited descriptive language</li> </ul>		Prior Knowledge: <ul style="list-style-type: none"> <li></li> </ul>
			<ul style="list-style-type: none"> <li>Experimentation: materials, process and technique</li> </ul>		Takeaway Learning: <ul style="list-style-type: none"> <li></li> </ul>		Takeaway Learning: <ul style="list-style-type: none"> <li>Includes personal opinion</li> </ul>		Takeaway Learning: <ul style="list-style-type: none"> <li></li> </ul>
			<ul style="list-style-type: none"> <li>Recording: written</li> </ul>		Prior Knowledge: <ul style="list-style-type: none"> <li></li> </ul>		Prior Knowledge: <ul style="list-style-type: none"> <li></li> </ul>	Mono and block print experimentation	Prior Knowledge: <ul style="list-style-type: none"> <li></li> </ul>
			<ul style="list-style-type: none"> <li>Recording: visual</li> </ul>	Colour palettes and pattern linked to artists	Takeaway Learning: <ul style="list-style-type: none"> <li>You can apply the technique of mono print</li> <li>You can apply the technique of block print</li> </ul>	Comparative analysis of Gail Brodholt and Paul Catherall	Takeaway Learning: <ul style="list-style-type: none"> <li>Includes formal elements when analysing art</li> </ul>	Annotation of materials, tools and process	Prior Knowledge: <ul style="list-style-type: none"> <li>Includes formal elements when analysing art: specific to printmaking</li> </ul>
			<ul style="list-style-type: none"> <li>Resolution development and presenting</li> </ul>	Resolution of cardboard mask finished with collage and paint	Takeaway Learning: <ul style="list-style-type: none"> <li>Annotation of materials: specific to printmaking</li> </ul>	Prior Knowledge: <ul style="list-style-type: none"> <li>You can apply colour pencil technique</li> <li>Identifies relevant culture/s</li> </ul>	Takeaway Learning: <ul style="list-style-type: none"> <li>Includes formal elements when analysing art: specific to printmaking</li> </ul>		Prior Knowledge: <ul style="list-style-type: none"> <li></li> </ul>
<b>Health &amp; Safety</b>			<ul style="list-style-type: none"> <li>Scissors</li> <li>Craft knife</li> </ul>				<ul style="list-style-type: none"> <li>Scissors</li> </ul>		
<b>Disciplinary Knowledge</b>			<ul style="list-style-type: none"> <li>How artists develop their style taking inspiration from historical Art as well as cultures.</li> <li>How designers can select and combine colour palettes and pattern samples to develop individual styles</li> </ul>	<ul style="list-style-type: none"> <li>Students are aware of printmakers role within the visual arts industry</li> <li>How printmakers develop their craft and feature within the Graphic design industry</li> </ul>	<ul style="list-style-type: none"> <li>How architects and city planners develop buildings and skylines</li> <li>How architects record features and dimensions of buildings</li> </ul>				
Implementation	<b>Common Misconceptions</b>		<ul style="list-style-type: none"> <li>Disconnect between research, design and resolution</li> <li>Colour matching through colour mixing</li> </ul>	<ul style="list-style-type: none"> <li>Differing textures for inking mono print and block print</li> </ul>					
	<b>Enabling or Adapting the Curriculum</b>	<b>SEND Students</b>	<ul style="list-style-type: none"> <li>Reference to students own prior practise to set personalised targets</li> <li>Sequencing of tasks linked to outcome example.</li> <li>Small chunks / short instructions with timings to support independent work on a sustained task</li> <li>Use of practise template for colour mixing and samples</li> </ul>	<ul style="list-style-type: none"> <li>Writing framework for analysis</li> <li>Formal elements support sheets. Written with visual aids.</li> <li>Modelling of technique using visualiser; reinforced with 1-2-1 mirroring</li> <li>Range of images to scaffold development of skill set</li> </ul>	<ul style="list-style-type: none"> <li>Reference to students own prior practise to set personalised targets</li> <li>Sequencing of tasks linked to outcome example.</li> <li>Small chunks / short instructions with timings to support independent work on a sustained task</li> </ul>				
		<b>Disadvantaged Students</b>	<ul style="list-style-type: none"> <li>Cultural capital – resolution links to theatre, TV, film as well as events such as carnival.</li> </ul>	<ul style="list-style-type: none"> <li>Careers links to printmaking craft with advertising and promotions industry</li> </ul>	<ul style="list-style-type: none"> <li>Reference to students own prior practise to promote independence with practical work</li> </ul>				
	<b>More Able Students</b>	<ul style="list-style-type: none"> <li>Encouraged to test materials to develop complex shapes and textures</li> </ul>	<ul style="list-style-type: none"> <li>Options to replicate complex architectural structures</li> </ul>	<ul style="list-style-type: none"> <li>Students to stretch reductive print practise to 3 layers</li> </ul>					

