

## 9E - Explorer Curriculum - Subjects/Lessons weekly 2025-26

Year	Autumn 1 Unit 1	Autumn 2 Unit 2	Spring 1 Unit 3	Spring 2 Unit 4	Summer 1 Unit 5	Summer 2 Unit 6
	<p><b>Topic:</b> Day of the Dead</p> <p><b>Suggested Key questions:</b></p> <p>When does Day of the Dead take place? Who celebrates it? How is it celebrated? How is it different to Halloween?</p> <p><b>Key Skills and knowledge:</b></p> <p>Recognise the art of key artists and begin to place them in key movements or historical events. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history.</p>	<p><b>Topic:</b> Day of the Dead continued</p> <p><b>Suggested Key questions:</b></p> <p>How can we make a 3d mask? What materials will we need? What makes a successful design? What does symmetry mean?</p> <p><b>Key Skills and knowledge:</b></p> <p>Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media.</p>	<p><b>Topic:</b> Pop Art</p> <p><b>Suggested Key questions:</b></p> <p>What is pop art? What does Pop art look like? How did it change art history? What pop artists can you think of? How can the grid method aid accuracy?</p> <p><b>Key Skills and knowledge:</b></p> <p>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence building on previous knowledge</p>	<p><b>Topic:</b> Lichtenstein</p> <p><b>Suggested Key questions:</b></p> <p>Who was Lichtenstein? How would we describe his style? What is onomatopoeia?</p> <p><b>Key Skills and knowledge:</b></p> <p>Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media.</p>	<p><b>Topic:</b> Lichtenstein continued</p> <p><b>Suggested Key questions:</b></p> <p>How do you hold a craft blade safely? What equipment do you need? How do we apply Acrylic paint?</p> <p><b>Key Skills and knowledge:</b></p> <p>Begin to develop an awareness of composition scale and proportion in their paintings and select images with support from teacher. Will discuss with their teacher their ideas and will plan a final response.</p>	<p><b>Topic:</b> Miro - Create a Miro inspired composition</p> <p><b>Suggested Key questions:</b></p> <p>What is abstract art? How would you describe Miro's style? Why did Miro change his style of art? Why do you think his work is popular? Why might you see this type of art?</p> <p><b>Key skills and knowledge:</b></p> <p>With support will reflect on their work and identify strengths and areas for development. Will explain with support how their work reflects the artist/ movement.</p>
<b>Links to Gatsby benchmark</b>	4. Linking curriculum learning to careers	4. Linking curriculum learning to careers  Careers in design and the visual arts. Product	4. Linking curriculum learning to careers  Careers link to fine art/ fashion design /	4. Linking curriculum learning to careers  Careers link to fine art/ fashion design /	4. Linking curriculum learning to careers	4. Linking curriculum learning to careers  Careers in fine art, design and illustration.

	Careers in art history. Design and illustration further education.	design and illustration. Artist history and research	illustration. Artist research and Art history	illustration. Artist research and Art history	Careers in three- dimensional design. Art history	
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