

Learning aims – unit AD5 Creating an Art Image

In this unit you will:

A Produce an art image using 2D materials

B Manage information and self when producing an art image.



Cambridge

ART B TEC Curriculum Map

Autumn 1 – Year 11 ART – OA-CAM	Autumn 2 – Year 11 ART – OA-CAM	Spring 1 – Year 11 ART – OA-CAM	Spring 2 – Year 11 ART – OA-CAM	Summer 1 – Year 11 ART – OA-CAM	Summer 2 – Year 11 ART – OA-CAM
<p>Introduction to Theory: Colour theory; creating textures; shading, mark making using a variety of materials. pencil, charcoal, paint, ink, clay, collage, digital tools, and textiles—used to create diverse forms of artistic expression.</p> <p>Reference to Spec</p> <p>-Pencil and pen work; exploring line and tone, communicating ideas such as happy lines, sad lines, quick lines, fast lines, confused lines; print with found objects; work with colours, warm and cool colours, link colours to emotions. -Learners experiment with the different techniques demonstrated to produce test pieces and samples.</p> <p>Key Vocab Line Tone Cross hatch Blend</p>	<p>Artist study: Van Gogh, Monet, Edvard Munch, Frida Kahlo, Banksy, Kehinde Wiley</p> <p>Learners build portfolios about the work of artists and their influences and start to imitate artists style.</p> <p>Reference to Spec</p> <p>-Learners are introduced to the idea of working in 2D and to the work of artists and designers who work in 2D. -Group discussion about the theme and the different ways it could be interpreted.</p> <p>Key Vocab Contemporary Traditional Impressionist Modern Post-impressionist</p>	<p>Experimenting with artist’s style</p> <p>Students can use a variety of media—such as acrylics, watercolours, ink, collage, digital tools, or spray paint—to imitate an artist’s style. By exploring different textures, colours, and techniques, they gain insight into the artist’s creative process, while developing their own skills and understanding of artistic expression and interpretation.</p> <p>Reference to Spec</p> <p>-Learners work on their own or in small groups to investigate and research ideas in relation to the theme, including looking at the work of artists and designers who have produced work on similar themes.</p> <p>Key Vocab Composition Texture Perspective Proportion Form Line Shape Balance Contrast</p>	<p>Experimenting with artist’s style</p> <p>Students can experiment with different materials—like paints, inks, collage, digital media, or spray paint—to replicate an artist’s style. This helps them understand the artist’s methods, explore creative techniques, and build their own artistic abilities while learning how style and expression are developed through various tools and approaches.</p> <p>Reference to Spec</p> <p>-Pencil and pen work; exploring line and tone, communicating ideas such as happy lines, sad lines, quick lines, fast lines, confused lines; print with found objects; work with colours, warm and cool colours, link colours to emotions.</p> <p>Key Vocab Line Tone Cross hatch Blend Abstract Realism Expression Style</p>	<p>Work on final pieces for sketchbook submission</p> <p>Students finalise in sketchbooks for final submission by using them as a space to explore ideas, experiment with media, and reflect on their artistic journey. They can:</p> <p>-Document inspiration – include photos, artist references, and materials. -Experiment with techniques – try different drawing, painting, and mixed media approaches. -Develop ideas – sketch and plan Annotate thoughtfully – write reflections, explain choices, and analyse progress. -Personalise pages – use layering, collage, and unique layouts to express individuality.</p> <p>Key Vocab Contrast Value Hue Symbolism</p>	<p>Marking and submission</p>