



TWO RIVERS  
HIGH SCHOOL

Two Rivers High School  
Explorers – Year 9 & 10  
Knowledge and Skills

	<b>Autumn 2022-23 &amp; Spring 1 2022-23</b>	<b>Spring 2 2022-23 &amp; Summer 2022-23</b>
	<b>Graffiti</b> Drawing & Painting Banksy Keith Haring	<b>Textiles</b> Sculpture Elizabeth Ilsley – Fabric painting Robert Rauchenberg – Image transfer Lily Avanesian – Batik Mary Patricia Deprez – Tie Dye
To be familiar with different types of Street Art: graffiti, stencil, sticker/poster art, wheat pasting, video projection, guerrilla art, flash mobbing, street installation, yarn bombing and LED art.		
To be aware of the laws around graffiti.		
To look at the work of a past/present graffiti artists to help influence their work: <b>Banksy</b> <b>Keith Haring</b>		
To say what they like and dislike about graffiti artists work.		
To create a fact file about chosen graffiti artist.		



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To select a range of references and resources (books, internet, photos) to create a graffiti mood board to help inspire own work.		
To develop observational drawing skills, through drawing graffiti text: looking, shape, size, scale and proportion.		
To create a graffiti stencil in the style of Banksy, developing: shape, line and space.		
To create a graffiti drawing in the style of Keith Haring, developing: colour, tone and blending.		
To develop painting skills: Refinement of colour mixing (tint, shade, light and dark) More control of paint and paintbrush		
To develop ideas for a graffiti outcome by discussing own design ideas with staff.		
To present a personal response to graffiti outcome.		
To state what they like and dislike about final graffiti outcome.		
To look at the work of a past/present textiles artists/designers to help influence their work: <b>Elizabeth Ilsley – Fabric painting</b> <b>Robert Rauchenberg – Image transfer</b> <b>Lily Avnessian – Batik</b> <b>Mary Patricia Deprez – Tie Dye</b>		
To say what they like and dislike about textiles artists/designers work.		
To recall one fact about each of the textiles artists/designers life/work.		



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To select a range of references and resources (books, internet, photos) to create a textiles mood board to help inspire own work.		
Partake in textiles workshops, using appropriate materials, tools and techniques for: Fabric painting Image transfer Batik Tie-dye		
Develop the use of visual elements in practical work: colour, texture, line, shape, form, space, tone.		
Develop ideas for a textiles outcome by discussing own design ideas with staff.		
Present a personal response to textiles outcome.		
State what they like and dislike about final textiles outcome.		

Skills	Autumn 2023-24 & Spring 1 2023-24	Spring 2 2023-24 & Summer 2023-24
	<b>Printing</b> Drawing Tracey Emin – Mono printing Sarah Bagshaw – Polyblock printing	<b>Cakes Project</b> Drawing, Painting & Sculpture Wayne Thiebaud – Drawing & Painting Claes Oldenburg – Sculpture



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	Sue Brown – Collagraph printing	
To look at the work of a past/present printmaking artists to help influence their work: <b>Tracey Emin – Mono printing</b> <b>Sarah Bagshaw – Polyblock printing</b> <b>Sue Brown – Collagraph printing</b>		
To say what they like and dislike about printmaking artists work.		
To recall one fact about each of the printmaking artists' life/work.		
To select a range of references and resources (books, internet, photos) to create a printmaking mood board to help inspire own work.		
Partake in printing workshops, using appropriate materials, tools and techniques for: Mono printing Polyblock printing Collagraph printing		
Develop the use of visual elements in practical work: colour, texture, line, shape, form, space, tone.		
Develop ideas for a printmaking outcome by discussing own design ideas with staff.		
Present a printmaking outcome.		
State what they like and dislike about final printmaking outcome.		
To look at the work of a past/present artists to help influence their work:		



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<b>Wayne Thiebaud – Drawing &amp; Painting</b> <b>Claes Oldenburg – Sculpture</b>		
To give a critical response to artists work.		
To recall multiple facts about each of the artists' life/work.		
To develop observational drawing (primary and secondary).		
Draw with consideration of perspective and shadow.		
Develop colour, tone and blending through painting, pencil crayons, chalk and pastels.		
Refinement of colour mixing.		
More control of paint and paintbrush.		
Developing final ideas through creative thinking and problem solving.		
Adapt work from 2D to 3D.		
Create a 3D response to cake theme.		
Evaluating final outcome, stating improvements.		