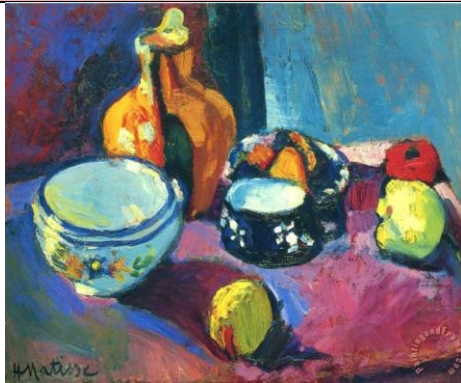








# Learning objectives and skills

Advent		Lent		Pentecost					
Still Life		Matisse		African Art					
 Henri Matisse	<p><b>7. To learn to mix primary colours – colour wheel.</b> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p> <p><b>8. To paint a still life from a collection of fruit, considering; composition, background, foreground, overlapping, tones of colour with light and dark.</b> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. Annotate work in sketchbook. Experiment with different grades of pencil and other implements.</p> <p><b>2. To create a tonal scale and use it in observational drawings of individual fruits.</b> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Draw for a sustained period of time at their own level.</p> <p><b>3. To investigate different artists work and observe overlapping and light/dark shadows.</b></p>	 Chapel at Vence by Henri Matisse	<p><b>1.To research Henri Matisse – the story behind the Chapel at Vence.</b> Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. Annotate work in sketchbook. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p> <p><b>2.To write about Henri Matisse.</b> Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in others’ work and say what they think and feel about them. Annotate work in sketchbook. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p> <p><b>3.To experiment and create designs of stylised objects.</b> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Plan, refine and alter their drawings as necessary.</p>		<p><b>7.To create a stained-glass window for the background of the design.</b> Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Adapt their work according to their views and describe how they might develop it further. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. Name the tools and materials they have used. Develop skills in cutting and joining. Experiment with a range of media e.g., overlapping, layering etc.</p> <p><b>8. To add detail of stylised symbols using tissue paper.</b> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Adapt their work according to their views and describe how they might develop it further. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. Name the tools and materials they have used. Develop skills in cutting and joining. Experiment with a range of media e.g., overlapping, layering etc. Plan, refine and alter their drawings as necessary.</p> <p><b>9. To continue to create stained-glass windows.</b> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. Name the tools and materials they have used. Develop skills in cutting and joining. Experiment</p>		<p><b>1. To explore the African artist Gakonga, (and Kenya).</b> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. Annotate work in sketchbook. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources.</p> <p><b>2. To compare Gakonga’s drawings. Different styles, create different emotions.</b> Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. Annotate work in sketchbook. Plan, refine and alter their drawings as necessary.</p> <p><b>3. To explore different themes; dancers, drummers, singers etc.</b> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>		<p><b>7. To learn about proportions and practise drawing figures in a larger scale. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</b> Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p><b>8. To sketch out own design – larger scale - onto painted background.</b> Question and make thoughtful observations about starting points and select ideas to use in their work. Adapt their work according to their views and describe how they might develop it further. Plan, refine and alter their drawings as necessary. Draw for a sustained period, at their own level.</p> <p><b>9. To study African prints/patterns on fabric.</b> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources. Draw for a sustained period at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Mix a variety</p> <p><b>10. To draw detailed, African patterns on clothes and paint the plain areas in contrasting colours.</b> Draw for a sustained period at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Mix a variety</p>




<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</p> <p>Annotate work in sketchbook.</p> <p>Use their sketchbook to collect and record visual information from different sources.</p>	<p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p>	<p><b>4.To create our own design of a stained-glass window.</b></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> <p>Plan, refine and alter their drawings as necessary.</p>	<p>with a range of media e.g., overlapping, layering etc.</p> <p>Plan, refine and alter their drawings as necessary.</p>	<p>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</p> <p>Annotate work in sketchbook.</p> <p>Plan, refine and alter their drawings as necessary.</p>	<p>of colours and know which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc.</p> <p>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>
<p><b>4. To draw a collection of fruit. Use tonal shades, overlapping and light. (Can use a photo of class collection as an example).</b></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Experiment with different grades of pencil and other implements.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Draw for a sustained period of time at their own level.</p>	<p><b>10. To practise blending skills with pastels to develop 3D affect with fruit, adding depth of tone.</b></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p><b>11. To create a 3D composition of vases and fruit (&amp; objects of interest) in a semi-collage affect.</b></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p><b>12. To evaluate work. Reflect on composition, foreground/background, overlapping, tones of colour and light and shadows. Make notes in sketchbook.</b></p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>	<p><b>5.To use watercolour to paint background in sections.</b></p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Mix a variety of colours and know which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p>	<p><b>11. To complete, compare and relate our work to other artist’s windows.</b></p> <p>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> <p>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	<p><b>12. To evaluate my stained-glass window.</b></p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p> <p>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>	<p>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Use their sketchbook to collect and record visual information from different sources.</p> <p>Draw for a sustained period at their own level.</p>
<p><b>5. To learn the process of how to mix water colours. Learn how to make different shades of one colour. (Use a colour tonal scale).</b></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Use their sketchbook to collect and record visual information from different sources.</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p> <p>Mix a variety of colours and know which primary colours make secondary colours.</p>				<p><b>6. To paint A3 size background, blending colours, textures of bushes and positioning the horizon.</b></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Mix a variety of colours and know which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc.</p>	<p><b>11. To use fine black pencil for the stylised figures. Add detail to the clothes/jewellery using bright collage paper and felts.</b></p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Experiment with a range of media e.g. overlapping, layering etc.</p>
<p><b>6. To use colour mixing to paint a piece of fruit whole and then halved. Capture the different tones of colour.</b></p>					<p><b>Extra: (If time)</b></p> <p><b>Explore, compare and analyse Tingatinga style paintings (Tanzania).</b></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>

<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Draw for a sustained period at their own level.</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p> <p>Work confidently on a range of scales e.g., thin brush on small picture etc.</p>					
--	--	--	--	--	--

#BTK and Links with other subjects					
#Beauty of what God has created		<p>BtK - Faith Hope Trust Love Comfort Peace Nature Belief Growth</p> <p>Textiles/collage Develop skills in stitching. Cutting and joining. Covered in DT sewing. Appliqué</p>		<p>#BtK other cultures BtK ‘every day is precious’ Enjoy and be happy!</p>	

Key Vocabulary					
<p>Observation   Tonal scale   overlapping light/dark shadows   water colours</p> <p>Shading   hidden areas</p> <p>Direction of light/shadow   colour mixing</p>	<p>primary colours   colour wheel</p> <p>still life   composition   background</p> <p>foreground   tones of colour</p> <p>light and dark   3D effect</p> <p>blending   pastels   depth of tone</p> <p>3D composition   semi-collage affect.</p> <p>Evaluate   reflect</p>	<p>Natural   expressive   creative</p> <p>dedicated   tonic   stylised</p> <p>symbolising   organic   light spiritual</p> <p>therapeutic   religious   uplifting</p> <p>transparent   translucent</p> <p>complimenting   colours   stained-glass</p>	<p>Overlapping   layers   jagged edges</p> <p>clean cut   rough side   light filters through</p> <p>distance   collage   glue   delicate</p> <p>symbols   distance   different sections</p> <p>outline   definition   defined</p>	<p>Gakonga   Africa   Kenya   African plains</p> <p>Mount Kilimanjaro   bright   bold colourful</p> <p>elephant   rhino   buffalo   lion   leopard</p> <p>pattern   subtle   mood   pastels   materials</p> <p>template   layering   hoizon</p>	<p>Features   black boarder   structure   templates</p> <p>patterns   3D   dancers   drummers   singers   acrobats</p> <p>Layering   collage   vibrant   contemporary</p> <p>Base structure   Tingatinga   Tanzania</p> <p>Precious   vibrant</p>

	
<p>Exploring and developing ideas</p> <p>(ONGOING)</p>	<ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul>
<p>Evaluating and developing work</p> <p>(ONGOING)</p>	<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Annotate work in sketchbook.</li> </ul>



Drawing	<ul style="list-style-type: none"><li>Experiment with different grades of pencil and other implements.</li><li>Plan, refine and alter their drawings as necessary.</li><li>Use their sketchbook to collect and record visual information from different sources.</li><li>Draw for a sustained period at their own level.</li><li>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li></ul>
Painting	<ul style="list-style-type: none"><li>Mix a variety of colours and know which primary colours make secondary colours.</li><li>Use a developed colour vocabulary.</li><li>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</li><li>Work confidently on a range of scales e.g. thin brush on small picture etc.</li></ul>
Printing	<ul style="list-style-type: none"><li>Print using a variety of materials, objects and techniques including layering.</li><li>Talk about the processes used to produce a simple print.</li><li>To explore pattern and shape, creating designs for printing.</li></ul>
Textiles/collage	<ul style="list-style-type: none"><li>Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</li><li>Name the tools and materials they have used.</li><li>Develop skills in stitching. Cutting and joining.</li><li>Experiment with a range of media e.g. overlapping, layering etc.</li></ul>
3 D form	<ul style="list-style-type: none"><li>Join clay adequately and work reasonably independently.</li><li>Construct a simple clay base for extending and modelling other shapes.</li><li>Cut and join wood safely and effectively.</li><li>Make a simple papier mache object.</li><li>Plan, design and make models.</li></ul>
Breadth of study	<ul style="list-style-type: none"><li>Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li><li>Use ICT.</li><li>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li></ul>