

Art

Advent		Lent		Pentecost
Portraying Relationships – Investigating Family Portraits – Collage and Tableau	Egyptian Art-3D Form (sculpture)	Bauhaus – Felt making	Indian Art – Clay Relief Tiles	First Nations Art – Painting, printing drawing
<ol> <li>To investigate Family Portraits</li> <li>To investigate Family Portraits</li> <li>Image: A state of the state of t</li></ol>	<ul> <li>1. To Explore sculpture in Egyptian Art (sphinx, god, goddess or animal)</li> <li>Image: Sphere in the sp</li></ul>	<ul> <li>1 To investigate Bauhaus Art and Design – drawing Bouhou and the second secon</li></ul>	<ul> <li>1.To investigate Indian Art both traditional and non-traditional</li> <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> <li>Make informed choices in drawing inc. paper and media.</li> <li>Collect images and information independently in a sketchbook.</li> <li>Use ICT. </li> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different times and cultures.</li> <li>Make informed choices in drawing inc. paper and media.</li> <li>Collect images and information independently in a sketchbook.</li> <li>Use ICT. </li> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Make and match colours with</li> </ul>	<ul> <li>1. LO To investigate First Nation</li> <li>1. LO To investigate First Nation</li> <li>Select and record from hand observation, expending and imagination, and exideas for different purp</li> <li>Explore the roles and pof artists, craftspeople designers working in ditimes and cultures.</li> <li>Explore relationships baline and tone, pattern as shape, line and texture</li> <li>Investigate art, craft and in the locality and in a vagenres, styles and tradit</li> <li>2. To explore maps in First Nation</li> <li>Work on their own and collaboratively with oth projects in 2 and 3 dim and on different scales</li> <li>Use ICT.</li> <li>Question and make the observations about stapoints and select ideas their work. </li> <li>Collect images and information in the second scales and select ideas their work. </li> </ul>
<ul> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Explore the roles and purposes of artists, craftspeople and designers</li> </ul>	<ul> <li>thoughtful observations about starting points and select ideas to use in their work. </li> <li>Compare ideas, methods and approaches in their own and others' work and say</li> </ul>	<ul> <li>describing with vocabulary based on the visual and tactile elements.</li> <li>3.To explore textile design in the Bauhaus and to create our own design using drawing and collage</li> <li>Select and record from first hand observation,</li> </ul>	<ul> <li>Make and match colours with increasing accuracy. 2</li> <li>Use more specific colour language e.g. tint, tone, shade, hue. 2</li> <li>Choose paints and implements appropriately. 2</li> </ul>	<ul> <li>Select and record from hand observation, expending and imagination, and e ideas for different purp</li> <li>Question and make the observations about sta</li> </ul>

# Learning objectives and skills

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nting and	Water is Sacred – ~BTK			
	Collage/ Mixed Media			
lations Art	1. To explore how Artists have used water in their work			
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experience	Giya Makondo-Wills Serge Attukwei Clotty			
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purposes. 🛛 and purposes	• Select and record from first hand			
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ern and kture.	and select ideas to use in their work.			
ft and design	?			
n a variety of	Explore the roles and purposes of			
raditions.	artists, craftspeople and designers			
st Nations Art	working in different times and cultures.			
n and h others, on	<ul> <li>Compare ideas, methods and</li> </ul>			
dimensions	approaches in their own and others'			
cales. 🛛	work and say what they think and			
	feel about them. 🛛			
e thoughtful	2. To select an Artist and research their			
It starting deas to use in	work, making drawings.			
ueas to use in	Select and record from first hand			
l information	observation, experience and			
a sketchbook.	imagination, and explore ideas for			
	different purposes. 2			
our Map	<ul> <li>Question and make thoughtful observations about starting points</li> </ul>			
from first	and select ideas to use in their work.			
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ind explore	artists, craftspeople and designers			
purposes. 🛛	working in different times and			
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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.
- Make informed choices in drawing inc. paper and media.
- Alter and refine drawings and describe changes using art vocabulary.

#### 3. To paint our backgrounds

- Question and make thoughtful observations about starting points and select ideas to use in their work. 2
- Adapt their work according to their views and describe how they might develop it further.
- Make and match colours with increasing accuracy. 2
- Choose paints and implements appropriately. 2
- Plan and create different effects and textures with paint according to what they need for the task. 2
- Show increasing independence and creativity with the painting process.
- Make informed choices in drawing inc. paper and media.
- •
- 3. To create a tableau
- Work on their own and collaboratively with others through role play and props to recreate their paintings.

5. Completing our backgrounds using paint or mixed media.

- Question and make thoughtful observations about starting points and select ideas to use in their work. 2
- Adapt their work according to their views and describe how they might develop it further.
- Make and match colours with increasing accuracy. 2
- Choose paints and implements appropriately. 2

what they think and feel about them. 🛙

- Adapt their work according to their views and describe how they might develop it further.
- Make informed choices in drawing inc. paper and media. 2
- Alter and refine drawings and describe changes using art vocabulary. 2
- Explore relationships between line and tone, pattern and shape, line and texture.

### 3.To explore papier mache as a material to create a 3D object

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. 2
- Adapt their work according to their views and describe how they might develop it further.
- Make informed choices about the 3D technique chosen. 2
- Show an understanding of shape, space and form. 🛛
- Plan, design, make and adapt models. 🛙
- Talk about their work understanding that it has been sculpted, modelled or constructed. 2

4 To adapt and refine their 3D models

- Adapt their work according to their views and describe how they might develop it further.
- Plan, design, make and adapt models. 🛛
- Talk about their work understanding that it has been sculpted, modelled or constructed.
- 5 To explore paint in our 3D form
  - Question and make thoughtful observations about starting points and select ideas to use in their work.

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. 2
- 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. 2
- Adapt their work according to their views and describe how they might develop it further.
- 4. To create a felt base for their design
- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. 2
   Question and make
- Question and make thoughtful observations about starting points and select ideas to use in their work. 2
- Match the tool to the material. 2
- Combine skills more readily.
- Choose textiles as a means of extending work already achieved. 2
- Refine and alter ideas and explain choices using an art vocabulary.
- 5.To refine their felt designs
  - Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. 2
  - Adapt their work according to their views and describe how they might develop it further
  - Match the tool to the material. 2

 Plan and create different effects and textures with paint according to what they need for the task. 2

9.To create an Indian inspired design for their tile

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. 2
- Choose collage or textiles as a means of extending work already achieved. 2
- Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile
- Use research to inspire drawings from memory and imagination.
- Collect images and information independently in a sketchbook. elements. 2
- Use ICT. 🛛
- 10.To make a relief tile?
  - 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. 2
  - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. 2
  - Adapt their work according to their views and describe how they might develop it further.
  - Make informed choices about the 3D technique chosen. 🛙
  - Show an understanding of shape, space and form. 2
  - Plan, design, make and adapt models.

### 11. To colour their relief tile

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. 2
- Question and make thoughtful observations about starting points and select ideas to use in their work. 🛛

points and select idea their work. 🛙

- Adapt their work account their views and describe they might develop it f
- Make informed choice drawing inc. paper and
- Alter and refine draw
   Collect images and infinite independently in a ski
- Use research to inspir drawings from memo imagination. 2

### 4. To make a Map Drawing

- Question and make the observations about star points and select ideas their work.
- Explore the roles and point of artists, craftspeople designers working in d times and cultures.
- Make informed choice drawing inc. paper an
- Alter and refine draw describe changes usin vocabulary. 2
- Collect images and in independently in a sk
- Use research to inspir drawings from memo imagination. 2
- Explore relationships line and tone, pattern shape, line and textur
- Make and match colo increasing accuracy.
- Use more specific collanguage e.g. tint, ton hue. 2

# 5. To develop further and refimap drawings / paintings

- Question and make th observations about st points and select idea their work. 2
- Alter and refine draw describe changes usin vocabulary. ?
- Use research to inspi drawings from memo imagination. 2

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	approaches in their own and others'
ording to	work and say what they think and
ribe how	feel about them. 🛛
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ces in	3. To draw out their ideas for their mixed
nd media.	media work on Water
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ketchbook.	imagination, and explore ideas for
re	different purposes. 2
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	and select ideas to use in their work.
	<ul> <li>Explore the roles and purposes of</li> </ul>
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arting	artists, craftspeople and designers working in different times and
s to use in	cultures.
	<ul> <li>Alter and refine drawings and</li> </ul>
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	independently in a sketchbook.
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nd media. 🛛	from memory and imagination.
ings and	Explore relationships between line
ng art	and tone, pattern and shape, line
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formation	
ketchbook.	4.Create their Mixed Media Artworks
	Alercate their mixed media Artworks
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ory and	observation, experience and
	imagination, and explore ideas for
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n and	Question and make thoughtful
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	feel about them. 🛛
fine our	Adapt their work according to their
	views and describe how they might
	develop it further.
houghtful	<ul> <li>Alter and refine drawings and</li> </ul>
tarting	describe changes using art
as to use in	vocabulary. 🛛
ings and	5.To develop further and refine our Mixed
ng art	Media Artworks
	Select and record from first hand
re	observation, experience and
ory and	imagination, and explore ideas for
	different purposes. 🛛
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<ul> <li>Show increasing independence and creativity with the painting process.</li> <li>Completing portraits using collage <ul> <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. II</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Choose collage or textiles as a means of extending work already achieved. II</li> <li>Refine and alter ideas and explain choices using an art vocabulary.</li> <li>To assess and evaluate the finished product. Discuss successes, difficulties and things that might change if were to do again.</li> </ul> </li> </ul>	<ul> <li>Plan and create different effects and textures with paint according to what they</li> </ul>	<ul> <li>Combine skills more readily.<sup>1</sup>/<sub>2</sub></li> <li>Choose textiles as a means of extending work already achieved. <sup>1</sup>/<sub>2</sub></li> <li>Refine and alter ideas and explain choices using an art vocabulary. <sup>1</sup>/<sub>2</sub></li> <li>To complete our felt designs and to consolidate what we have learned about the Bauhaus</li> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. <sup>1</sup>/<sub>2</sub></li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. <sup>1</sup>/<sub>2</sub></li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>To assess and evaluate the finished product. Discuss successes and difficulties and things that might change if were to do again.</li> </ul>	<ul> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Make and match colours with increasing accuracy. 20</li> <li>Choose paints and implements appropriately. 20</li> <li>Plan and create different effects and textures with paint according to what they need for the task. 20</li> <li>Show increasing independence and creativity with the painting process</li> <li>12. To glaze and evaluate their tile</li> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. 20</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work. 20</li> <li>To assess and evaluate the finished product. Discuss successes and difficulties and things that might change if were to do again.</li> </ul>	<ul> <li>Explore relationships between line and tone, pattern and shape, line and texture.</li> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. a</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>To assess and evaluate the finished product. Discuss successes and difficulties and things that might change if were to do again.</li> <li>6.To complete paintings and evaluate</li> <li>Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. a</li> <li>Combine skills more readily. a</li> <li>Choose collage or textiles as a means of extending work already achieved. a</li> <li>Refine and alter ideas and explain choices using an art vocabulary. a</li> <li>Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</li> <li>To assess and evaluate the finished product. Discuss successes, difficulties, and things that might change if were to do again.</li> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> </ul>	<ul> <li>Question and make thoughtful observations about starting points and select ideas to use in their work</li> <li>Combine skills more readily. 2</li> <li>Choose collage or textiles as a means of extending work already achieved. 2</li> <li>Refine and alter ideas and explain choices using an art vocabulary. 2</li> <li>Make and match colours with increasing accuracy. 2</li> <li>Choose paints and implements appropriately. 2</li> <li>Plan and create different effects and textures with paint according to what they need for the task. 2</li> <li>Show increasing independence and creativity with the painting process.</li> <li>G to complete our Mixed Media Art works and evaluate our work</li> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. 2</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Refine and alter ideas and explain choices using an art vocabulary. 2</li> </ul>
		<b>#BTK and Link</b>	s with other subjects		

# RE – Family ~BTK History Geography Geography RE History RE History

#BTK
Geography

			#BTK	#BTK	
			Key Vocabulary		
Formal Informal Contemporary	Canopic Egyptian Hieroglyphics Delicate Sensitive Co	Bauhaus Design Craftspeople Contemporary Tone Shape Intricate Felt tops	Shape Pattern Architecture Minarets Arches Jalees Screens Modern	First Nations Texture Pattern Asymmetrical Symmetrical Structure	

Exploring and developing ideas	• Select and record from first hand observation, experience and imagination, and explore ideas for
	<ul> <li>Question and make thoughtful observations about starting points and select ideas to use in their</li> </ul>
(ONGOING)	<ul> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times ar</li> </ul>
Evaluating and developing work	Compare ideas, methods and approaches in their own and others' work and say what they think a
	<ul> <li>Adapt their work according to their views and describe how they might develop it further.</li> </ul>
(ONGOING)	<ul> <li>To assess and evaluate the finished product. Discuss successes and difficulties and things that r</li> </ul>
Drawing	Make informed choices in drawing inc. paper and media.
	<ul> <li>Alter and refine drawings and describe changes using art vocabulary. Il</li> </ul>
	<ul> <li>Collect images and information independently in a sketchbook.</li> </ul>
	<ul> <li>Use research to inspire drawings from memory and imagination.</li> </ul>
	• Explore relationships between line and tone, pattern and shape, line and texture.
Painting	<ul> <li>Make and match colours with increasing accuracy.</li> </ul>
	<ul> <li>Use more specific colour language e.g. tint, tone, shade, hue.</li> </ul>
	<ul> <li>Choose paints and implements appropriately. II</li> </ul>
	<ul> <li>Plan and create different effects and textures with paint according to what they need for the task</li> </ul>
	<ul> <li>Show increasing independence and creativity with the painting process.</li> </ul>
Printing	<ul> <li>Research, create and refine a print using a variety of techniques.</li> </ul>
	• Select broadly the kinds of material to print with in order to get the effect they want 🛽
	<ul> <li>Resist printing including marbling, silkscreen and cold water paste.</li> </ul>
Textiles/collage	Match the tool to the material. 2
	<ul> <li>Combine skills more readily. 2</li> </ul>
	<ul> <li>Choose collage or textiles as a means of extending work already achieved.</li> </ul>
	• Refine and alter ideas and explain choices using an art vocabulary. 🛛
	<ul> <li>Collect visual information from a variety of sources, describing with vocabulary based on the visual</li> </ul>
	Experiments with paste resist.
3 D form	<ul> <li>Make informed choices about the 3D technique chosen.</li> </ul>
	<ul> <li>Show an understanding of shape, space and form. In</li> </ul>
	• Plan, design, make and adapt models. 🛛
	• Talk about their work understanding that it has been sculpted, modelled or constructed. 🛽
	<ul> <li>Use a variety of materials.</li> </ul>

Nations	Shape
ire	Geometric
rn	Organic
metrical	Form
netrical ture	Symbolism
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ideas to use in their work. 🛛	_
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ry based on the visual and tac	tile elements. 🛛
onstructed <sup>p</sup>	
onstructed. 🛛	
onstructed. 🛛	

Breadth of study	•	Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on diffe
	•	Use ICT. 🛛
	•	Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.

fferent scales. 🛛