

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
 To investigate Family Portraits To investigate Family Portraits Image: Second Seco	 1. To Explore sculpture in Egyptian Art (sphinx, god, goddess or animal) Image: Solution of the solution of	 1 To investigate Bauhaus Art and Design – drawing Bouhous Bouhous With a state of the state of the	 1.To investigate Indian Art both traditional and non-traditional Select and non-traditional 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. Make informed choices in drawing inc. paper and media. Collect images and information independently in a sketchbook. Use ICT. Select and record from first hand observation, experience and imagination, and explore ideas for different times and cultures. Make informed choices in drawing inc. paper and media. Collect images and information independently in a sketchbook. Use ICT. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. 	 1. LO To investigate First Nation 1. LO To investigate First Nation Select and record from hand observation, expending and imagination, and exideas for different purpe Explore the roles and pof artists, craftspeople designers working in dittimes and cultures. Explore relationships baline and tone, pattern as shape, line and texture Investigate art, craft and in the locality and in a vargenres, styles and tradite 2. To explore maps in First Na Work on their own and collaboratively with oth projects in 2 and 3 dim and on different scales Use ICT. Question and make the observation, expendently in a sket 3. To draw our animal for our I Select and record from hand observation, expendently in a sket 3. To draw our animal for our I Select and record from hand observation, expendently in a sket
craftspeople and designers		 Select and record from first hand observation, 		observations about st

Learning objectives and skills

nting and	Water is Sacred – ~BTK
	Collage/ Mixed Media
ations Art	1. To explore how Artists have used water in their
	work
THE R. S.	
rom first	Saido Dicko Naroore
experience	Giya Makondo-Wills
nd explore	Serge Attukwei Clotty
purposes. 🛛	 Select and record from first hand
nd purposes	• observation, experience and
ople and	imagination, and explore ideas for
in different	different purposes. 🛛
ips between	Question and make thoughtful
ern and	observations about starting points
ture.	and select ideas to use in their work.
t and design	
n a variety of	 Explore the roles and purposes of artists, sraftspeeple and designers
raditions.	artists, craftspeople and designers working in different times and
t Nations Art and	cultures.
h others, on	Compare ideas, methods and
dimensions	approaches in their own and others'
ales. 🛛	work and say what they think and
	feel about them. 🛛
e thoughtful	2. To select an Artist and research their
t starting	work, making drawings.
deas to use in	Select and record from first hand
information	observation, experience and
sketchbook.	imagination, and explore ideas for
	different purposes. 🛛
our Map	Question and make thoughtful
	observations about starting points
rom first	and select ideas to use in their work.
experience	 Explore the roles and purposes of artists, craftspeople and designers
nd explore purposes. 🛛	working in different times and
e thoughtful	cultures
t starting	

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. 🛛
- Adapt their work according to their views and describe how they might develop it further.
- Make and match colours with increasing accuracy. 🛛
- Choose paints and • implements appropriately. 2
- Plan and create different effects and textures with paint according to what they need for the task. 🛛
- Show increasing • independence and creativity with the painting process.
- Make informed choices in drawing inc. paper and media.
- To create a tableau 3.
- 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. 🛛
- Adapt their work according to their views and describe how they might develop it further.
- Make and match colours with increasing accuracy. 🛛
- 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. 🛛
- Alter and refine drawings art vocabulary. 🛛
- 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
- 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. 🛛
- Plan, design, make and • adapt models. 2
- understanding that it has been sculpted, modelled or constructed. 🛛

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.

- and describe changes using

- about them. 🛛

- Talk about 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. 🛛
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

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- 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.
- 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. 🛛 Question and make
- thoughtful observations about starting points and select ideas to use in their work. 🛛
- Match the tool to the material. 🛛
- Combine skills more readily. ٠
- Choose textiles as a means of extending work already achieved. 🛛
- 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. 🛛
 - Adapt their work according to their views and describe how they might develop it further
 - Match the tool to the material. 🛛

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

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. 🛛
- Choose collage or textiles as a means of extending work already achieved. 🛛
- 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. 🛛
- 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. 🛛
 - 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.
 - 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. 🛛
- 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 acco their views and descr they might develop it
- Make informed choice drawing inc. paper an
- Alter and refine drawi Collect images and in independently in a ske
- Use research to inspir drawings from memor imagination.

4. To make a Map Drawing

- Question and make the observations about sta points and select ideas their work.
- Explore the roles and • of artists, craftspeopl designers working in times and cultures.
- Make informed choic drawing inc. paper an
- Alter and refine drawi describe changes usin vocabulary. 🛛
- Collect images and inf independently in a sk
- Use research to inspi drawings from memo imagination.

points and select ideas to use in	 Compare ideas, methods and
their work. 🛛	approaches in their own and others'
Adapt their work according to	work and say what they think and
their views and describe how	feel about them. 🛛
they might develop it further.	• Use ICT.
 Make informed choices in 	3. To draw out their ideas for their mixed
drawing inc. paper and media.	media work on Water
 Alter and refine drawings 	Select and record from first hand
Collect images and information	observation, experience and
independently in a sketchbook.	imagination, and explore ideas for
Use research to inspire	different purposes. 🛛
drawings from memory and	 Question and make thoughtful
imagination. 🛛	observations about starting points
4. To make a Map Drawing	and select ideas to use in their work.
	• Explore the roles and purposes of
Question and make thoughtful	artists, craftspeople and designers
observations about starting	working in different times and
points and select ideas to use in	cultures. 🖸
their work.	• Alter and refine drawings and
• Explore the roles and purposes	describe changes using art
of artists, craftspeople and	vocabulary. 🛛
designers working in different	Collect images and information
times and cultures.	independently in a sketchbook. 🛙
Make informed choices in	Use research to inspire drawings
drawing inc. paper and media. 🛛	from memory and imagination. 🛛
 Alter and refine drawings and 	• Explore relationships between line
describe changes using art	and tone, pattern and shape, line
vocabulary. 🛛	and texture.
 Collect images and information 	•
independently in a sketchbook.	4.Create their Mixed Media Artworks
?	
Use research to inspire	Select and record from first hand
drawings from memory and	observation, experience and
imagination. 🛛	imagination, and explore ideas for
Explore relationships between	different purposes. 🛛
line and tone, pattern and	Question and make thoughtful
shape, line and texture.	observations about starting points
 Make and match colours with 	and select ideas to use in their work.
increasing accuracy. 🛛	Compare ideas, methods and
Use more specific colour	approaches in their own and others'
language e.g. tint, tone, shade,	work and say what they think and
hue. 🛛	feel about them. 🛛
5. To develop further and refine our	• Adapt their work according to their
map drawings / paintings	views and describe how they might
	develop it further.2
 Question and make thoughtful 	• Alter and refine drawings and
observations about starting	
	describe changes using art
points and select ideas to use in	describe changes using art vocabulary. ₪
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points and select ideas to use in	
points and select ideas to use in their work. 🛙	vocabulary. 🛛
 points and select ideas to use in their work. I Alter and refine drawings and 	vocabulary. 2 5.To develop further and refine our Mixed
 points and select ideas to use in their work. Alter and refine drawings and describe changes using art 	vocabulary. 2 5.To develop further and refine our Mixed Media Artworks
 points and select ideas to use in their work. 2 Alter and refine drawings and describe changes using art vocabulary. 2 	 vocabulary. I 5.To develop further and refine our Mixed Media Artworks Select and record from first hand
 points and select ideas to use in their work. ? Alter and refine drawings and describe changes using art vocabulary. ? Use research to inspire 	 vocabulary. 2 5.To develop further and refine our Mixed Media Artworks Select and record from first hand observation, experience and

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nips between ern and kture.	 Question and make thoughtful observations about starting points and select ideas to use in their work
ethods and	• Combine skills more readily. 🛛
ir own and	Choose collage or textiles as a
ay what they ut them. 🛙	means of extending work already achieved. 🛛
according to	Refine and alter ideas and explain
scribe how	choices using an art vocabulary. 🛛
p it further.	 Make and match colours with
luate the	increasing accuracy. 🛛
Discuss	Choose paints and implements
iculties and	appropriately. 🛛
change if	Plan and create different effects and
	textures with paint according to
	what they need for the task. 🛛
nd evaluate	Show increasing independence and
n and	creativity with the painting process.
h others, on	6 To complete our Mixed Media Art works
dimensions	and evaluate our work
cales. 🛛	
ore readily. 🛛	• Compare ideas, methods and
textiles as a	approaches in their own and others'
ng work	work and say what they think and
?	feel about them. 🛛
eas and	• Adapt their work according to their
ing an art	views and describe how they might
	develop it further.
mation from	 Refine and alter ideas and explain
s, describing	choices using an art vocabulary. 🛛
ased on the	To assess and evaluate the finished
elements.	product. Discuss successes and
luate the	difficulties and things that might
Discuss	change if were to do again.
ties, and	

History

#BTK	
#DIK	
Geography	
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 Question and make thoughtful observations about starting points and select ideas to use in their sector.
(ONGOING)	 Question and make thoughtful observations about starting points and select ideas to use in their vision of the select ideas to use in their vision of the select ideas to use in their vision of the select ideas to use in their vision of the select ideas to use in their vision of the select ideas to use in their vision of the select ideas to use in the vision of the select ideas to use in the vision of the select ideas to use in the vision of the vi
Evaluating and developing work	Compare ideas, methods and approaches in their own and others' work and say what they think a
(ONGOING)	 Adapt their work according to their views and describe how they might develop it further. To assess and evaluate the finished product. Discuss successes and difficulties and things that not appear to the second sec
Drawing	 Make informed choices in drawing inc. paper and media. 2 Alter and refine drawings and describe changes using art vocabulary. 2 Collect images and information independently in a sketchbook. 2 Use research to inspire drawings from memory and imagination. 2 Explore relationships between line and tone, pattern and shape, line and texture.
Painting	 Make and match colours with increasing accuracy. ^B Use more specific colour language e.g. tint, tone, shade, hue. ^B Choose paints and implements appropriately. ^B Plan and create different effects and textures with paint according to what they need for the task Show increasing independence and creativity with the painting process.
Printing	 Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want Resist printing including marbling, silkscreen and cold water paste.
Textiles/collage	 Match the tool to the material. 2 Combine skills more readily. 2 Choose collage or textiles as a means of extending work already achieved. 2 Refine and alter ideas and explain choices using an art vocabulary. 2 Collect visual information from a variety of sources, describing with vocabulary based on the visual Experiments with paste resist.
3 D form	 Make informed choices about the 3D technique chosen. 2 Show an understanding of shape, space and form. 2 Plan, design, make and adapt models. 2 Talk about their work understanding that it has been sculpted, modelled or constructed. 2 Use a variety of materials.

lations	Shape
re	Geometric
n	Organic
metrical	Form
netrical	Symbolism
ure	
d explore ideas for different	nurnoses 2
deas to use in their work. 🛛	
in different times and culture	es.
	_
ay what they think and feel a	hout them 17
<mark>op it further.</mark>	
es and things that might cha	nge if were to do again.
<u> </u>	
ure.	
ure.	
ey need for the task. 🛛	
ey want 🛛	
y based on the visual and tac	tile elements. 🕅
onstructed. 🛛	
Shothucteu.	

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. 🛛