

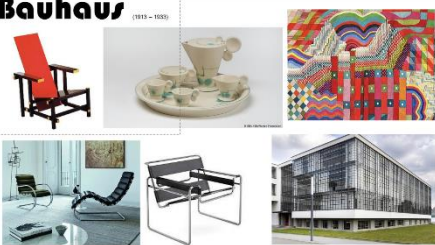







Learning objectives and skills

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 and drawing	Water is Sacred – ~BTK Collage/ Mixed Media
<p>1. To investigate Family Portraits</p>  <p>Michel Nouts David Hockney</p> <ul style="list-style-type: none">Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.Question and make thoughtful observations about starting points and select ideas to use in their work.Collect images and information independently in a sketchbook.To explore poses, positioning and arrangement and what that tells us about the relationships within a family.Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.Explore the roles and purposes of artists, craftspeople and designers	<p>1. To Explore sculpture in Egyptian Art (sphinx, god, goddess or animal)</p>  <ul style="list-style-type: none">Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.Question and make thoughtful observations about starting points and select ideas to use in their work.Make informed choices in drawing inc. paper and media.Explore relationships between line and tone, pattern and shape, line and texture.Alter and refine drawings and describe changes using art vocabulary. <p>2.To design a sculpture (sphinx, god, goddess)</p> <ul style="list-style-type: none">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	<p>1 To investigate Bauhaus Art and Design – drawing</p> <p>Bauhaus (1919 – 1933)</p>  <p>Artists: Marianne Brandt Anni Albers Gunta Stolz</p> <ul style="list-style-type: none">Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.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. <p>2. To create a Bauhaus mood board.</p> <ul style="list-style-type: none">Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.Use ICT.Match the tool to the material.Combine skills more readily. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. <p>3.To explore textile design in the Bauhaus and to create our own design using drawing and collage</p> <ul style="list-style-type: none">Select and record from first hand observation,	<p>1.To investigate Indian Art both traditional and non-traditional</p>  <ul style="list-style-type: none">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. <p>8. To investigate colour in Indian Art</p> <ul style="list-style-type: none">Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.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.	<p>1. LO To investigate First Nations Art</p>  <ul style="list-style-type: none">Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.Explore relationships between line and tone, pattern and shape, line and texture.Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. <p>2. To explore maps in First Nations Art</p> <ul style="list-style-type: none">Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.Use ICT.Question and make thoughtful observations about starting points and select ideas to use in their work.Collect images and information independently in a sketchbook. <p>3. To draw our animal for our Map</p> <ul style="list-style-type: none">Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.Question and make thoughtful observations about starting	<p>1. To explore how Artists have used water in their work</p>  <p>Saido Dicko Giya Makondo-Wills Serge Attukwei Clotty</p> <ul style="list-style-type: none">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. <p>2. To select an Artist and research their work, making drawings.</p> <ul style="list-style-type: none">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>working in different times and cultures.</p> <ul style="list-style-type: none">• 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. <p>3. To paint our backgrounds</p> <ul style="list-style-type: none">• 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. ☐• 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. <p>3. To create a tableau</p> <ul style="list-style-type: none">• Work on their own and collaboratively with others through role play and props to recreate their paintings. <ul style="list-style-type: none">• 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. ☐	<p>what they think and feel about them. ☐</p> <ul style="list-style-type: none">• 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 and describe changes using art vocabulary. ☐• Explore relationships between line and tone, pattern and shape, line and texture. <p>3.To explore papier mache as a material to create a 3D object</p> <ul style="list-style-type: none">• 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. ☐• Plan, design, make and adapt models. ☐• Talk about their work understanding that it has been sculpted, modelled or constructed. ☐ <p>4 To adapt and refine their 3D models</p> <ul style="list-style-type: none">• 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. <p>5 To explore paint in our 3D form</p> <ul style="list-style-type: none">• Question and make thoughtful observations about starting points and select ideas to use in their work.	<p>experience and imagination, and explore ideas for different purposes. ☐</p> <ul style="list-style-type: none">• 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. <p>4. To create a felt base for their design</p> <ul style="list-style-type: none">• 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.• Choose textiles as a means of extending work already achieved. ☐• Refine and alter ideas and explain choices using an art vocabulary. ☐ <p>5.To refine their felt designs</p> <ul style="list-style-type: none">• 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. ☐	<ul style="list-style-type: none">• Plan and create different effects and textures with paint according to what they need for the task. ☐ <p>9.To create an Indian inspired design for their tile</p> <ul style="list-style-type: none">• 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. ☐ <p>10.To make a relief tile☐ ☐</p> <ul style="list-style-type: none">• 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. ☐• Plan, design, make and adapt models. <p>11. To colour their relief tile</p> <ul style="list-style-type: none">• 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. ☐	<p>points and select ideas to use in their work. ☐</p> <ul style="list-style-type: none">• 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• Collect images and information independently in a sketchbook.• Use research to inspire drawings from memory and imagination. ☐ <p>4. To make a Map Drawing</p> <ul style="list-style-type: none">• 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. ☐• Alter and refine drawings and describe changes using art vocabulary. ☐• Collect images and information independently in a sketchbook. ☐• Use research to inspire drawings from memory and imagination. ☐• Explore relationships between line and tone, pattern and shape, line and texture.• Make and match colours with increasing accuracy. ☐• Use more specific colour language e.g. tint, tone, shade, hue. ☐ <p>5. To develop further and refine our map drawings / paintings</p> <ul style="list-style-type: none">• Question and make thoughtful observations about starting points and select ideas to use in their work. ☐• Alter and refine drawings and describe changes using art vocabulary. ☐• Use research to inspire drawings from memory and imagination. ☐	<ul style="list-style-type: none">• Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. ☐• Use ICT. <p>3. To draw out their ideas for their mixed media work on Water</p> <ul style="list-style-type: none">• 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. ☐• Alter and refine drawings and describe changes using art vocabulary. ☐• Collect images and information independently in a sketchbook. ☐• Use research to inspire drawings from memory and imagination. ☐• Explore relationships between line and tone, pattern and shape, line and texture.• <p>4.Create their Mixed Media Artworks</p> <ul style="list-style-type: none">• 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.☐• Alter and refine drawings and describe changes using art vocabulary. ☐ <p>5.To develop further and refine our Mixed Media Artworks</p> <ul style="list-style-type: none">• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☐
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<ul style="list-style-type: none">• Show increasing independence and creativity with the painting process. <p>6. Completing portraits using collage</p> <ul style="list-style-type: none">• 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.• Choose collage or textiles as a means of extending work already achieved. ☐• Refine and alter ideas and explain choices using an art vocabulary.• To assess and evaluate the finished product. Discuss successes, difficulties and things that might change if were to do again.	<ul style="list-style-type: none">• 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.• Make and match colours with increasing accuracy. ☐• Choose paints and implements appropriately.• 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.• Talk about their work understanding that it has been sculpted, modelled or constructed <p>6 To explore detail in our sculptures (3D)</p> <ul style="list-style-type: none">• 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• Use a variety of materials.• Choose collage or textiles as a means of extending work already achieved. ☐• Refine and alter ideas and explain choices using an art vocabulary. ☐• To assess and evaluate the finished product. Discuss successes and difficulties and things that might change if were to do again.	<ul style="list-style-type: none">• Combine skills more readily.☐• Choose textiles as a means of extending work already achieved. ☐• Refine and alter ideas and explain choices using an art vocabulary. ☐ <p>6. To complete our felt designs and to consolidate what we have learned about the Bauhaus</p> <ul style="list-style-type: none">• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☐• 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.• To assess and evaluate the finished product. Discuss successes and difficulties and things that might change if were to do again.	<ul style="list-style-type: none">• 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. ☐• 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 <p>12. To glaze and evaluate their tile</p> <ul style="list-style-type: none">• 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. ☐• To assess and evaluate the finished product. Discuss successes and difficulties and things that might change if were to do again.	<ul style="list-style-type: none">• Explore relationships between line and tone, pattern and shape, line and texture.• 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.• To assess and evaluate the finished product. Discuss successes and difficulties and things that might change if were to do again. <p>6.To complete paintings and evaluate</p> <ul style="list-style-type: none">• Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. ☐• Combine skills more readily. ☐• Choose collage or textiles as a means of extending work already achieved. ☐• Refine and alter ideas and explain choices using an art vocabulary. ☐• Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.• To assess and evaluate the finished product. Discuss successes, difficulties, and things that might change if were to do again.• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. <p>☐</p>	<ul style="list-style-type: none">• Question and make thoughtful observations about starting points and select ideas to use in their work• Combine skills more readily. ☐• Choose collage or textiles as a means of extending work already achieved. ☐• Refine and alter ideas and explain choices using an art vocabulary. ☐• Make and match colours with increasing accuracy. ☐• Choose paints and implements appropriately. ☐• 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. <p>6 To complete our Mixed Media Art works and evaluate our work</p> <ul style="list-style-type: none">• 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.• Refine and alter ideas and explain choices using an art vocabulary. ☐• To assess and evaluate the finished product. Discuss successes and difficulties and things that might change if were to do again.	
#BTK and Links with other subjects						
RE – Family ~BTK	History		Geography RE	Geography 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	Shape Geometric Organic Form Symbolism

	
<p>Exploring and developing ideas</p> <p>(ONGOING)</p>	<ul style="list-style-type: none"> 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>Evaluating and developing work</p> <p>(ONGOING)</p>	<ul style="list-style-type: none"> 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. To assess and evaluate the finished product. Discuss successes and difficulties and things that might change if were to do again.
<p>Drawing</p>	<ul style="list-style-type: none"> Make informed choices in drawing inc. paper and media. ? Alter and refine drawings and describe changes using art vocabulary. ? Collect images and information independently in a sketchbook. ? Use research to inspire drawings from memory and imagination. ? Explore relationships between line and tone, pattern and shape, line and texture.
<p>Painting</p>	<ul style="list-style-type: none"> Make and match colours with increasing accuracy. ? Use more specific colour language e.g. tint, tone, shade, hue. ? Choose paints and implements appropriately. ? 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.
<p>Printing</p>	<ul style="list-style-type: none"> 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.
<p>Textiles/collage</p>	<ul style="list-style-type: none"> Match the tool to the material. ? Combine skills more readily. ? Choose collage or textiles as a means of extending work already achieved. ? Refine and alter ideas and explain choices using an art vocabulary. ? Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. ? Experiments with paste resist.
<p>3 D form</p>	<ul style="list-style-type: none"> Make informed choices about the 3D technique chosen. ? 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. ? Use a variety of materials.



Breadth of study

- Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. 2
- Use ICT. 2
- Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.