

Art

| Advent   |  | Lent  |  | Pentecost  |  |
|--|--|---|--|--|--|
| PORTRAITS – Drawing and Painting   |  | WILLIAM MORRIS AND PRINTMAKING  |  | WOMEN ARTISTS – 3D work /Sculpture   | Batik - Textiles   |
| 1.Investigate Portraits and their history  | 7. Investigating backgrounds to portraits  | 1. To investigate drawing Flora (Joachim  | 7. To transfer their design onto their inking  | 1.To investigate the work of Louise Nevelson   | 1/2To explore the History of Batik – Indonesian and  |
|  | through artists, Frieda Kahlo,   | Beuckelaer)   | Plate     Question and make thoughtful observations  | and Joseph Cornell, explore objects through drawing.   | African  |
| <ul> <li>Question and make thoughtful<br/>observations about starting points and</li> </ul>            |  |   | about starting points and select ideas and   | drawing.   |  |
| select ideas and processes to use in their   |  |   | processes to use in their work.  |  |  |
| work. 2  |  |   | Choose the printing method appropriate to  | THE REPORT OF TH | The Tay and the state  |
| • Explore the roles and purposes of artists,   |  |   | task. 🛛  |  |  |
| craftspeople and designers working in  |  |   | • Build up layers and colours/textures. 🛛  |  |  |
| different times and cultures.  |  |   | • Organise their work in terms of pattern,   |  |  |
| • Use ICT. 🛛   | M Start  |   | repetition, symmetry or random printing  |  |  |
| 3. To explore how to draw realistic eyes   |  |   | styles. 🛛  |  |  |
|  |  |   | Choose inks and overlay colours.   |  |  |
| <ul> <li>Select and record from first hand</li> </ul>  |  |   | Compare ideas, methods and approaches in   |  |  |
| observation, experience and imagination,   |  |   | their own and others' work and say what they think and feel about them. 2                                |  |  |
| and explore ideas for different purposes.  |  | Question and make thoughtful     observations about starting points and           | <ul> <li>Adapt their work according to their views</li> </ul>  | AND REAL PROPERTY AND INCOME.  |  |
| ?  | <ul> <li>Select and record from first hand</li> </ul>  | observations about starting points and<br>select ideas and processes to use in    | <ul> <li>Adapt their work according to their views<br/>and describe how they might develop it</li> </ul> |  | <ul> <li>Select and record from first hand observation,</li> </ul>   |
| Question and make thoughtful   | observation, experience and  | their work. 2   | further.   | Louise Nevelson  | experience and imagination, and explore ideas for  |
| observations about starting points and<br>select ideas and processes to use in their                   | imagination, and explore ideas for   | <ul> <li>Explore the roles and purposes of</li> </ul>                             |  |  | different purposes. 🛛  |
| work.  | different purposes. 🛛  | artists, craftspeople and designers   | 8. To make prints of our design  | The second secon | Explore the roles and purposes of artists,   |
| <ul> <li>Compare ideas, methods and approaches</li> </ul>  | Question and make thoughtful     abservations about starting points and                            | working in different times and cultures.  | Choose the printing method appropriate to  |  | craftspeople and designers working in different  |
| in their own and others' work and say  | observations about starting points and<br>select ideas and processes to use in                     | ● Use ICT. 🛛  | task. 🖸  | CO ,   | times and cultures.  |
| what they think and feel about them.   | their work. 🛛  | 2. To create a tonal drawing through  | • Build up layers and colours/textures. 🛛  |  | Use a variety of source material for their work.   |
| • Use a sketchbook to develop ideas.   | <ul> <li>Explore the roles and purposes of</li> </ul>  | observation (flowers, fruit and vegetable)  | <ul> <li>Organise their work in terms of pattern,</li> </ul>   |  | Use a sketchbook to develop ideas.   |
| • Explore the potential properties of the  | artists, craftspeople and designers  | Select and record from first hand   | repetition, symmetry or random printing  |  | <ul> <li>Investigate art, craft and design in the locality and<br/>in a variety of genres, styles and tradition</li> </ul> |
| visual elements, line, tone, pattern,  | working in different times and cultures.   | observation, experience and   | styles. 🛛  |  |  |
| texture, colour and shape.   | Adapt their work according to their  | imagination, and explore ideas for  | Choose inks and overlay colours.   |  | • Use ICT. 🛛   |
| 3. To explore how to draw a realistic nose   | views and describe how they might  | different purposes. 2   | 9. ICT To interpret our design   |  | 3. To draw out a design using Indonesian and African   |
| and mouth  | develop it further.  | Question and make thoughtful     observations about starting points and           | <ul> <li>Compare ideas, methods and approaches in<br/>their own and others' work and say what</li> </ul> | A STATE OF S | batik for inspiration  |
|  | <ul> <li>Investigate art, craft and design in the</li> </ul>                                       | select ideas and processes to use in  | they think and feel about them. 2  |  | Select and record from first hand observation,   |
| Select and record from first hand  | locality and in a variety of genres, styles  | their work. 🖸   | <ul> <li>Adapt their work according to their views</li> </ul>  | the state of the s | experience and imagination, and explore ideas for  |
| observation, experience and imagination,   | and traditions   | Use a variety of source material for  | and describe how they might develop it   | Joseph Cornell   | different purposes. 2  |
| and explore ideas for different purposes.  | 8. Create backgrounds to our self-portraits  | their work.   | further.   | Select and record from first hand  | <ul> <li>Question and make thoughtful observations<br/>about starting points and select ideas and</li> </ul>               |
|  | Select and record from first hand     abservation overrises and                                    | • Explore the potential properties of the   | • Explain a few techniques, inc' the use of  | observation, experience and imagination,   | processes to use in their work. 2  |
| Question and make thoughtful     observations about starting points and                                | observation, experience and<br>imagination, and explore ideas for                                  | visual elements, line, tone, pattern,   | poly-blocks, relief, mono and resist printing.   | and explore ideas for different purposes. 🛛  | <ul> <li>Explore the roles and purposes of artists,</li> </ul>   |
| select ideas and processes to use in their   | different purposes. 🛛  | texture, colour and shape.  | • Use ICT. 🛛 🖓   | <ul> <li>Explore the roles and purposes of artists,</li> </ul>   | craftspeople and designers working in different  |
| work.  | Question and make thoughtful   |   | 10. Draw up ideas for our design and how to  | craftspeople and designers working in  | times and cultures.  |
| Compare ideas, methods and approaches  | observations about starting points and   | 3. To investigate how to draw fruit and   | market it  | different times and cultures.  | • Use a variety of source material for their work.   |
| in their own and others' work and say  | select ideas and processes to use in   | <ul> <li>simplify a drawing</li> <li>Select and record from first hand</li> </ul> | Select and record from first hand  | Use a variety of source material for their   | • Work in a sustained and independent way from   |
| what they think and feel about them.   | their work. 🛛  | observation, experience and   | observation, experience and imagination,<br>and explore ideas for different purposes. 2                  | <ul><li>work.</li><li>Use a sketchbook to develop ideas.</li></ul>   | observation, experience and imagination. 🛛   |
| <ul> <li>Use a sketchbook to develop ideas.</li> </ul>   | <ul> <li>Explore the roles and purposes of</li> </ul>  | imagination, and explore ideas for  | <ul> <li>Explore the roles and purposes of artists,</li> </ul>   | <ul> <li>Use ICT.</li> </ul>   | <ul> <li>Use a sketchbook to develop ideas.</li> </ul>   |
| • Explore the potential properties of the  | artists, craftspeople and designers  | different purposes. 🛛   | craftspeople and designers working in  | <ul> <li>Adapt their work according to their views</li> </ul>  | Explore the potential properties of the visual   |
| visual elements, line, tone, pattern,  | working in different times and cultures.   | Question and make thoughtful  | different times and cultures.  | and describe how they might develop it   | elements, line, tone, pattern, texture, colour and   |
| texture, colour and shape.   | Adapt their work according to their  | observations about starting points and  | • Compare ideas, methods and approaches in   | further.   | shape.   |
| <ul> <li>4.Explore the structure of the portrait</li> <li>Select and record from first hand</li> </ul> | views and describe how they might<br>develop it further.   | select ideas and processes to use in  | their own and others' work and say what  | •  | 4. To refine our designs and explore Batik colour  |
| <ul> <li>Select and record from first hand<br/>observation, experience and imagination,</li> </ul>     | <ul> <li>Demonstrate a secure knowledge about</li> </ul>   | their work. 🛛   | they think and feel about them. 🖸  |  | Select and record from first hand observation,   |
| and explore ideas for different purposes.  | <ul> <li>Demonstrate a secure knowledge about<br/>primary and secondary, warm and cold,</li> </ul> | Use a variety of source material for  | <ul> <li>Adapt their work according to their views</li> </ul>  | 2.To design a box inspired by Louise Nevelson  | experience and imagination, and explore ideas for  |
|  | complementary and contrasting  | their work.   | and describe how they might develop it   | or Joseph Cornell  | different purposes. 🛛  |
| Question and make thoughtful   | colours. 2   | Explore the potential properties of the     visual elements line to a soften      | further.   |  | <ul> <li>Question and make thoughtful observations</li> </ul>  |
| observations about starting points and   | Work on preliminary studies to test  | visual elements, line, tone, pattern, texture, colour and shape.                  | • Use a sketchbook to develop ideas.   | Select and record from first hand  | about starting points and select ideas and   |
| select ideas and processes to use in their   | media and materials. 🛽   | <ul> <li>Compare ideas, methods and</li> </ul>                                    | 11. Design a poster  | observation, experience and imagination,   | processes to use in their work. 🛛  |
| work. 🖸  | Create imaginative work from a variety   | compare lideas, methods and approaches in their own and others'                   | Select and record from first hand  | and explore ideas for different purposes. 🛛  | • Explore the roles and purposes of artists,   |
| Use a variety of source material for their   | of sources.  | work and say what they think and feel   | observation, experience and imagination,   | Question and make thoughtful   | craftspeople and designers working in different  |
| work.  | 9. Investigate the artist Frieda Kahlo   | about them. 2   | and explore ideas for different purposes. 2  | observations about starting points and   | times and cultures.  |
| • Explore the potential properties of the  | Investigate art, craft and design in the   | Adapt their work according to their   | Question and make thoughtful   | select ideas and processes to use in their work. 2   | Use a variety of source material for their work.   |
| visual elements, line, tone, pattern,  | locality and in a variety of genres, styles  | views and describe how they might   | observations about starting points and   | <ul> <li>Adapt their work according to their views</li> </ul>  | <ul> <li>Work in a sustained and independent way from<br/>observation our private and imagination</li> </ul>               |
| texture, colour and shape.<br>4/ 5 To draw a self-portrait   | and traditions.  | develop it further.   | select ideas and processes to use in their   | and describe how they might develop it   | observation, experience and imagination.   |
| Select and record from first hand  | <ul> <li>Explore the roles and purposes of<br/>artists, craftspeople and designers</li> </ul>      | 4. To explore the work of William Morris  | work. 🛛  | further.   | <ul> <li>Compare ideas, methods and approaches in their<br/>own and others' work and say what they think and</li> </ul>    |
| • Select and record from first hand<br>observation, experience and imagination,                        | working in different times and cultures.   |   | Adapt their work according to their views  | Use a variety of source material for their   | feel about them. 2   |
| and explore ideas for different purposes.  | 10. Explore Portraits by other Artists   |   | and describe how they might develop it   | work.  | <ul> <li>Adapt their work according to their views and</li> </ul>  |
| ?  | Select and record from first hand  |   | further.   | • Work in a sustained and independent way  | describe how they might develop it further.  |
| <ul> <li>Question and make thoughtful</li> </ul>   | observation, experience and  |   | Use a sketchbook to develop ideas.   | from observation, experience and   |  |
|  |  |   |  | imagination. 🛛   |  |

# Learning objectives and skills

select ideas and processes 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.
- Use a sketchbook to develop ideas.
- Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.

#### 5. To explore how to mix flesh tones.

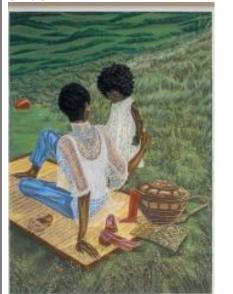
- Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.
- Work on preliminary studies to test media and mater
- Adapt their work according to their views and describe how they might develop it further.

### 6. To paint our self-portraits

- Work on preliminary studies to test media and materials. 🛛
- Create imaginative work from a variety of •
- Adapt their work according to their views and describe how they might develop it furthe



Chris Ofili



**Toyin Odutola** 

- imagination, and explore ideas for different purposes. 2 Use ICT. 2 Investigate art, craft and design in the locality and in a variety of genres, styles and traditions
- 11. Draw up our background inspired by an Artist

•

- 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.
- 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 and processes to use in their work 🛛
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- Use a variety of source material for their work Work in a sustained and independent
- way from observation, experience and imagination. 🛛
- Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern,
- texture, colour and shape. Work on their own and collaboratively with others, on projects in 2 and 3

#### dimensions and on different scales. 2 12 Complete our portraits

- 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 range of media to create collage. ?



- 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 and processes to use in their work. 🛛
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Use ICT. 🛛
- Investigate art, craft and design in the locality and in a variety of genres, styles and traditions
- 5. To create a design for a tile inspired by William Morris
  - 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 and processes 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.
  - Organise their work in terms of pattern, repetition, symmetry or random printing styles. 🛛

#### 6. To review and refine their William Morris tile 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 and processes 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.
- Organise their work in terms of pattern, repetition, symmetry or random printing styles.

Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.

### 12. Review and refine our work

- 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 and processes to use in their work ?
- Adapt their work according to their views and describe how they might develop it further.
- Use a sketchbook to develop ideas.
- Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.

Use a sketchbook to develop id Explore the potential propertie

elements, line, tone, pattern, te and shape.

#### 3.To create a box inspired by Lousie or Joseph Cornell

- Select and record from first ha observation, experience and in and explore ideas for different Question and make thoughtfu
- observations about starting po select ideas and processes to u work. 🛛
- Explore the roles and purposes craftspeople and designers wor different times and cultures.
- Describe the different qualities modelling, sculpture and const
- Use recycled, natural and mann materials to create sculpture.
- Plan a sculpture through draw preparatory work

## 4.To adapt and refine boxes

- Select and record from first ha observation, experience and im and explore ideas for different
- Explore the roles and purposes craftspeople and designers wor different times and cultures
- Compare ideas, methods and a their own and others' work and they think and feel about them
- Adapt their work according to and describe how they might de further.
- Work in a sustained and indepe from observation, experience imagination. 🛛

## 5. Painting Box Artwork

- Select and record from first har observation, experience and in and explore ideas for different
- Explore the roles and purposes craftspeople and designers wor different times and cultures.
- Work on preliminary studies to and materials
- Work on preliminary studies to and materials. 🛛

### 6. ICT: To work collaboratively and piece of Artwork using our Art boxes

- Select and record from first har observation, experience and in and explore ideas for different
- Question and make thoughtfu observations about starting poi select ideas and processes to u work.
- Compare ideas, methods and their own and others' work an they think and feel about then Use photography •
- Use ICT. 🛛



| deas.                      | 5. The Batik Technique  |
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| es of the visual           | <ul> <li>Select and record from first hand observation,</li> </ul>  |
| exture, colour             | experience and imagination, and explore ideas for   |
|                            | different purposes. 🛛   |
| e Nevelson                 | <ul> <li>Question and make thoughtful observations<br/>about starting points and select ideas and</li> </ul>            |
| e Nevelson                 | processes to use in their work.   |
| nd                         | • Explore the roles and purposes of artists,  |
| nagination,                | craftspeople and designers working in different   |
| purposes. 🛛                | times and cultures.   |
| d .                        | <ul> <li>Extend their work within a specified technique. DT</li> </ul>  |
| oints and                  | 6. Complete and Review our Batik Designs  |
| ise in their               | <ul> <li>Compare ideas, methods and approaches in their<br/>own and others' work and say what they think and</li> </ul> |
| s of artists,              | feel about them. 🕅  |
| orking in                  | <ul> <li>Adapt their work according to their views and</li> </ul>   |
| -                          | describe how they might develop it further.   |
| s involved in              | • Create imaginative work from a variety of sources.  |
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| made                       |   |
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|  |  | #BTK and Linl   | ks with other subjects  |                                     |
|--|--|---|---|-------------------------------------|
| #BTK Portraits and us being made in the image of God   | #BTK Frieda Kahlo who was in great<br>physical pain but still persevered and<br>realised her dreams. | #BTK Nature   |   | #BTK links-identity                 |
|  |  | Key   | Vocabulary  |                                     |
| :Line, structure, portrait, sitter, viewer, shade,<br>tone, features, detailing, symmetrical,<br>asymmetrical, flesh tones, blending | Composition, enlarge, scale  | Essential parts, simplest components,<br>essence, shape, organic, florid, luscious,<br>components, florid, design, autumnal | Trace, transfer, printing plate, printing roller, tracing paper, printing processes | Form, space, background, foreground |

| Exploring and developing ideas | Select and record from first hand observation, experience and imagination, and explore ideas for   |
|--------------------------------|--|
| (ONGOING)                      | <ul> <li>Question and make thoughtful observations about starting points and select ideas and processes</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and purposes of artists.</li> </ul>  |
| Evaluating and developing work | <ul> <li>Compare ideas, methods and approaches in their own and others' work and say what they think</li> </ul>  |
| (ONGOING                       | <ul> <li>Adapt their work according to their views and describe how they might develop it further.</li> </ul>  |
| Drawing                        | <ul> <li>Use a variety of source material for their work.</li> <li>Work in a sustained and independent way from observation, experience and imagination.</li> <li>Use a sketchbook to develop ideas.</li> <li>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and sl</li> </ul>                                    |
| Painting                       | <ul> <li>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary</li> <li>Work on preliminary studies to test media and materials.  </li> <li>Create imaginative work from a variety of sources.</li> </ul>   |
| Printing                       | <ul> <li>Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing.</li> <li>Choose the printing method appropriate to task.</li> <li>Build up layers and colours/textures.</li> <li>Organise their work in terms of pattern, repetition, symmetry or random printing styles.</li> <li>Choose inks and overlay colours.</li> </ul> |
| Textiles/collage               | <ul> <li>Join fabrics in different ways, including stitching. DT</li> <li>Use different grades and uses of threads and needles. DT</li> <li>Extend their work within a specified technique. DT</li> <li>Use a range of media to create collage. 2</li> </ul>   |
| 3 D Form                       | <ul> <li>Describe the different qualities involved in modelling, sculpture and construction. </li> <li>Use recycled, natural and manmade materials to create sculpture. </li> <li>Plan a sculpture through drawing and other preparatory work.</li> </ul>  |

| BTK making links with other cultures  |
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| Boomerang, Papunya Tula artists, historical,<br>sacred, lineage, ochre Northern Territory |
| Sacrea, inteage, celle Northern Territory   |
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or different purposes. 🛛 ses to use in their work. 🕅 and cultures.

nk and feel about them. 🛛

shape.

ry and contrasting colours. 🛛

| 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. |
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ferent scales. 🛛