










# Learning objectives and skills

Advent		Lent		Pentecost	
PORTRAITS – Drawing and Painting		WILLIAM MORRIS AND PRINTMAKING		WOMEN ARTISTS – 3D work /Sculpture	
<b>1. Investigate Portraits and their history</b> <ul style="list-style-type: none"><li>• Question and make thoughtful observations about starting points and select ideas and processes 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>• Use ICT. ☐</li></ul> <b>2. Explore the structure of the portrait</b> <ul style="list-style-type: none"><li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☐</li><li>• Question and make thoughtful observations about starting points and select ideas and processes to use in their work. ☐</li><li>• Use a variety of source material for their work.</li><li>• Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</li></ul> <b>3. Using observational drawing we will draw the main features of the face</b> <ul style="list-style-type: none"><li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☐</li><li>• Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li><li>• Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</li><li>• Use a sketchbook to develop ideas.</li><li>• Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</li></ul> <b>4. To draw a self-portrait</b> <ul style="list-style-type: none"><li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☐</li><li>• Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li><li>• Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</li><li>• Use a sketchbook to develop ideas.</li><li>• Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</li></ul> <b>5. To explore how to mix flesh tones.</b> <ul style="list-style-type: none"><li>• Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. ☐</li><li>• Work on preliminary studies to test media and materials.</li></ul>		 <ul style="list-style-type: none"><li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☐</li><li>• Question and make thoughtful observations about starting points and select ideas and processes 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>• Adapt their work according to their views and describe how they might develop it further.</li><li>• Investigate art, craft and design in the locality and in a variety of genres, styles and traditions</li></ul> <b>8. Create backgrounds to our self-portraits</b> <ul style="list-style-type: none"><li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☐</li><li>• Question and make thoughtful observations about starting points and select ideas and processes 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>• Adapt their work according to their views and describe how they might develop it further.</li><li>• Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. ☐</li><li>• Work on preliminary studies to test media and materials. ☐</li><li>• Create imaginative work from a variety of sources.</li></ul> <b>9. Investigate the artist Frieda Kahlo</b> <ul style="list-style-type: none"><li>• Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li><li>• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li></ul> <b>10. Explore Portraits by other Artists</b> <ul style="list-style-type: none"><li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☐ Use ICT. ☐</li></ul>		 <ul style="list-style-type: none"><li>• Question and make thoughtful observations about starting points and select ideas and processes 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>• Use ICT. ☐</li></ul> <b>2. To create a tonal drawing through observation (flowers, fruit and vegetable)</b> <ul style="list-style-type: none"><li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☐</li><li>• Question and make thoughtful observations about starting points and select ideas and processes to use in their work. ☐</li><li>• Use a variety of source material for their work.</li><li>• Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</li></ul> <b>3. To investigate how to draw fruit and simplify a drawing</b> <ul style="list-style-type: none"><li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☐</li><li>• Question and make thoughtful observations about starting points and select ideas and processes to use in their work. ☐</li><li>• Use a variety of source material for their work.</li><li>• Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</li><li>• Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. ☐</li><li>• Adapt their work according to their views and describe how they might develop it further.</li></ul> <b>4. To explore the work of William Morris</b>	
		<b>7. To transfer their design onto their inking plate</b> <ul style="list-style-type: none"><li>• Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</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><li>• Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. ☐</li><li>• Adapt their work according to their views and describe how they might develop it further.</li></ul> <b>8. To make prints of our design</b> <ul style="list-style-type: none"><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> <b>9. ICT To interpret our design</b> <ul style="list-style-type: none"><li>• Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. ☐</li><li>• Adapt their work according to their views and describe how they might develop it further.</li></ul> <ul style="list-style-type: none"><li>• Explain a few techniques, inc’ the use of poly-blocks, relief, mono and resist printing.</li><li>• Use ICT. ☐ ☐</li></ul> <b>10. Draw up ideas for our design and how to market it</b> <ul style="list-style-type: none"><li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☐</li><li>• 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. ☐</li><li>• Adapt their work according to their views and describe how they might develop it further.</li><li>• Use a sketchbook to develop ideas.</li></ul> <b>11. Design a poster</b> <ul style="list-style-type: none"><li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☐</li><li>• Question and make thoughtful observations about starting points and select ideas and processes to use in their work. ☐</li><li>• Adapt their work according to their views and describe how they might develop it further.</li><li>• Use a sketchbook to develop ideas.</li></ul>		 <p>Louise Nevelson</p>  <p>Joseph Cornell</p> <ul style="list-style-type: none"><li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☐</li><li>• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li><li>• Use a variety of source material for their work.</li><li>• Use a sketchbook to develop ideas.</li><li>• Use ICT.</li><li>• Adapt their work according to their views and describe how they might develop it further.</li></ul> <b>2. To design a box inspired by Louise Nevelson or Joseph Cornell</b> <ul style="list-style-type: none"><li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☐</li><li>• Question and make thoughtful observations about starting points and select ideas and processes to use in their work. ☐</li><li>• Adapt their work according to their views and describe how they might develop it further.</li><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></ul>	
				<b>Batik - Textiles</b> 1/2To explore the History of Batik – Indonesian and African  <ul style="list-style-type: none"><li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☐</li><li>• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li><li>• Use a variety of source material for their work.</li><li>• Use a sketchbook to develop ideas.</li><li>• Investigate art, craft and design in the locality and in a variety of genres, styles and tradition</li><li>• Use ICT. ☐</li></ul> <b>3. To draw out a design using Indonesian and African batik for inspiration</b> <ul style="list-style-type: none"><li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☐</li><li>• Question and make thoughtful observations about starting points and select ideas and processes 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>• 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 shape.</li></ul> <b>4. To refine our designs and explore Batik colour</b> <ul style="list-style-type: none"><li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ☐</li><li>• Question and make thoughtful observations about starting points and select ideas and processes 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>• 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>• Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. ☐</li><li>• Adapt their work according to their views and describe how they might develop it further.</li></ul> <b>5. The Batik Technique</b>	



<div><ul style="list-style-type: none"><li>Adapt their work according to their views and describe how they might develop it further.</li></ul></div> <div><div>6. To paint our self-portraits</div><div><ul style="list-style-type: none"><li>Work on preliminary studies to test media and materials.</li><li>Create imaginative work from a variety of sources.</li><li>Adapt their work according to their views and describe how they might develop it further</li></ul></div></div> <div></div> <div><div>Chris Ofili</div><div></div><div>Toyin Odutola</div></div>	<div><ul style="list-style-type: none"><li>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li></ul></div> <div><div>11. Draw up our background inspired by an Artist</div><div><ul style="list-style-type: none"><li>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</li><li>Adapt their work according to their views and describe how they might develop it further.</li><li>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 and processes 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>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 shape.</li><li>Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li></ul></div></div> <div><div>12 Complete our portraits</div><div><ul style="list-style-type: none"><li>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</li><li>Adapt their work according to their views and describe how they might develop it further.</li><li>Use a range of media to create collage.</li></ul></div></div>	<div></div> <div><ul style="list-style-type: none"><li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li><li>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li><li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li></ul></div> <div><div>5. To create a design for a tile inspired by William Morris</div><div><ul style="list-style-type: none"><li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li><li>Question and make thoughtful observations about starting points and select ideas and processes 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>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</li><li>Adapt their work according to their views and describe how they might develop it further.</li><li>Organise their work in terms of pattern, repetition, symmetry or random printing styles.</li></ul></div></div> <div><div>6. To review and refine their William Morris tile design</div><div><ul style="list-style-type: none"><li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li><li>Question and make thoughtful observations about starting points and select ideas and processes 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>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</li><li>Adapt their work according to their views and describe how they might develop it further.</li><li>Organise their work in terms of pattern, repetition, symmetry or random printing styles.</li></ul></div></div>	<div><ul style="list-style-type: none"><li>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</li></ul></div> <div><div>12. Review and refine our work</div><div><ul style="list-style-type: none"><li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li><li>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li><li>Adapt their work according to their views and describe how they might develop it further.</li><li>Use a sketchbook to develop ideas.</li><li>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</li></ul></div></div>	<div><ul style="list-style-type: none"><li>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape</li></ul></div> <div><div>3.To create a box inspired by Lousie Nevelson or Joseph Cornell</div><div><ul style="list-style-type: none"><li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li><li>Question and make thoughtful observations about starting points and select ideas and processes 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>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></div></div> <div><div>4.To adapt and refine boxes</div><div><ul style="list-style-type: none"><li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li><li>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.</li><li>Adapt their work according to their views and describe how they might develop it further.</li><li>Work in a sustained and independent way from observation, experience and imagination.</li></ul></div></div> <div><div>5. Painting Box Artwork</div><div><ul style="list-style-type: none"><li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li><li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li><li>Work on preliminary studies to test media and materials</li><li>Work on preliminary studies to test media and materials.</li></ul></div></div> <div><div>6. ICT: To work collaboratively and create a piece of Artwork using our Art boxes</div><div><ul style="list-style-type: none"><li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li><li>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li><li>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</li><li>Use photography</li><li>Use ICT.</li></ul></div></div>	<div><ul style="list-style-type: none"><li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li><li>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li><li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li></ul></div> <div><ul style="list-style-type: none"><li>Extend their work within a specified technique. DT</li></ul></div> <div><div>6. Complete and Review our Batik Designs</div><div><ul style="list-style-type: none"><li>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</li><li>Adapt their work according to their views and describe how they might develop it further.</li><li>Create imaginative work from a variety of sources.</li></ul></div></div>
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#BTK and Links with other subjects					
#BTK Portraits and us being made in the image of God	#BTK Frieda Kahlo who was in great physical pain but still persevered and realised her dreams.	#BTK Nature		#BTK links-identity	BTK making links with other cultures
Key Vocabulary					
:Line, structure, portrait, sitter, viewer, shade, tone, features, detailing, symmetrical, asymmetrical, flesh tones, blending	Composition, enlarge, scale	Essential parts, simplest components, essence, shape, organic, florid, luscious, components, florid, design, autumnal	Trace, transfer, printing plate, printing roller, tracing paper, printing processes	Form, space, background, foreground	Boomerang, Papunya Tula artists, historical, sacred, lineage, ochre Northern Territory

	
<p>Exploring and developing ideas</p> <p>(ONGOING)</p>	<ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ?</li> <li>Question and make thoughtful observations about starting points and select ideas and processes to use in their work. ?</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul>
<p>Evaluating and developing work</p> <p>(ONGOING)</p>	<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. ?</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> </ul>
<p>Drawing</p>	<ul style="list-style-type: none"> <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 shape.</li> </ul>
<p>Painting</p>	<ul style="list-style-type: none"> <li>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. ?</li> <li>Work on preliminary studies to test media and materials. ?</li> <li>Create imaginative work from a variety of sources.</li> </ul>
<p>Printing</p>	<ul style="list-style-type: none"> <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>
<p>Textiles/collage</p>	<ul style="list-style-type: none"> <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. ?</li> </ul>
<p>3 D Form</p>	<ul style="list-style-type: none"> <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>
<p>Breadth of Study</p>	<ul style="list-style-type: none"> <li>Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. ?</li> <li>Use ICT. ?</li> <li>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li> </ul>

