

Art

		2001 - E			
Advent		Lent		Pentecost	
Natural Forms: Animals - Drawing	Native American Art – Sculpture (Clay)	Banquet – Mono printing and collage	Banquet Sculptures	Pop Art (Wayne Thiebaud) - Painting	Theatre Design: Prop making and Back drop design –2D and 3D design and collaborative work
Natural Forms: Animals - Drawing 1.Investigate mark making through different media (drawing) Image: Albert Durer Albert Durer Image: Albert Durer	nana obscivation,	Lent Banquet - Mono printing and collage 1. Create a tonal drawing through observation Volaservation Velazquez Artists; Cezanne, Velazquez and Floris van Dyck, Georg Flegal, Sarah Lucan and Damien Hirst Velazquez et elect and record from first hand observation, experience and imagination, and explore ideas for different purposes. ? e Question an d make thoughtful observations about starting points and select ideas and processes to use in their work. ? e Compare ideas, methods and approaches in their own and others' work and say what they think and feel	 Banquet Sculptures 1. To investigate how to make an object from their still life (Make a 3D object from a 2D image) Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. and the 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. Create sculpture and constructions with increasing independence. Develop ideas using different or mixed media, using a sketchbook. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful 	Pentecost Pop Art (Wayne Thiebaud) - Painting 1 Explore drawing through observation 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. Image: Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.	 1 Creating drawings of props and stage sets (preliminary, sketch design drawings) Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. P Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Drawing up the props. Thinking about scale and materials (working drawings) Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. P Question and make thoughtful observations about starting points and 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. P Adapt their work according to their views and describe how they might develop it further Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and approaches in their own and collaboratively with others, on projects in 2 and 3 dimensions and
	 hand observation, experience and imagination, and explore ideas for different purposes. 2 Question and make 				
 Develop lacks using unificant or mixed media, using a sketchbook. Experiment with the line, tone, pattern , texture, colour and shape. 2. Investigate watercolour painting 	 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 	 2. Investigate fish drawings using Monoprinting Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. 	 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 	 Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape. Creating a backdrop drawing out

Learning objectives and skills

- 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.
- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Carry out preliminary studies, test media and materials and mix appropriate colours. 2

3. To paint animals in watercolours

- 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
- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Choose appropriate paint, paper and implements to adapt and extend their work. 🛙
- Carry out preliminary studies, test media and materials and mix appropriate colours. 2
- Show an awareness of how paintings are created (composition).

4.To complete animals in watercolours

- 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.
- Develop ideas using different or mixed media, using a sketchbook. 2
- Manipulate and experiment with the elements of line, tone, pattern , texture, form, space, colour and shape.

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.
- Choose appropriate paint, paper and implements to adapt and extend their work. 2
- Carry out preliminary studies, test media and materials and mix appropriate colours. ??

3.To create a design for our totem pole

- 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. 🛙
- 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
- Identify artists who have worked in a similar way to their own work. 2
- Develop ideas using different or mixed media, using a sketchbook. 2
- Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.

4.Using clay to create our totem pole

• Develop skills in using clay inc slabs, coils, slips, etc. 2

- 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. 2
- Describe varied techniques.
- Be familiar with layering prints. 2
- Be confident with printing on paper . 🛛
- Alter and modify work.
 Work relatively
- independently.

3. Completion of fish

- Question and make thoughtful observations about starting points and select ideas and processes to use in their work. 2
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. 2
- Choose appropriate paint, paper and implements to adapt and extend their work.

4. Drawing using oil pastel and a scratching technique (mixed media)

- Question and make thoughtful observations about starting points and 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. 2

 Create sculpture and constructions with increasing independence.

3. Completing our sculptures

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- 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.
- Create sculpture and constructions with increasing independence.

4. Painting our sculptures

- 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.
 2
- 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.
- Choose appropriate paint, paper and implements to adapt and extend their work. 2
- Carry out preliminary studies, test media and materials and mix appropriate colours.
- Work from a variety of sources, inc. those researched independently
- Create sculpture and constructions with increasing independence.

5.To consider the composition of our group still life - photography

- 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 idea processes to use in the

- Compare ideas, meth approaches in their or others' work and say think and feel about t
- Adapt their work according their views and description they might develop it
- Identify artists who h worked in a similar w own work. 2
- Develop ideas using or mixed media, using sketchbook. 2
- Manipulate and expe with the elements of tone, pattern, textur space, colour and sha

3. Paint in the style of Wayne Thie

- Question and make the observations about stoppoints and select idea processes to use in the proceseses to use in the processes to use in the processes to use in
- Explore the roles and of artists, craftspeop designers working in times and cultures.
- Compare ideas, meth approaches in their c others' work and say think and feel about
- Adapt their work acc their views and descr they might develop in
- Choose appropriate paper and implement and extend their work
- Carry out preliminary test media and mate mix appropriate colo
- Show an awareness paintings are created (composition).

4.To paint our confectionary drawi

- Question and make to observations about so points and select ide processes to use in to
- Compare ideas, methapproaches in their of others' work and say think and feel about

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		on different scales. 🛛
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what they	•	Question and make thoughtful
them. 🛛		observations about starting points

5. Experiment in pastels

- 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.
- Carry out preliminary studies, test media and materials and mix appropriate colours.
- 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.

6.To review and refine our pastel drawings

- 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.
- Develop ideas using different or mixed media, using a sketchbook.

• Create sculpture and constructions with increasing independence.

5. Reviewing and refining our totem pole

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. 2
- Adapt their work according to their views and describe how they might develop it further
 Develop skills in using clay
- inc slabs, coils, slips, etc. 🛛
- Create sculpture and constructions with increasing independence.

6. Adding paint to our totem pole.

- Question and make thoughtful observations about starting points and select ideas and processes to use in their work. 2
 Adapt their work according
- to their views and describe how they might develop it further.
- Choose appropriate paint, to adapt and extend their work.

- Adapt their work according to their views and describe how they might develop it further.
- Demonstrate a wide variety of ways to make different marks with dry and wet media. 2
- Develop ideas using different or mixed media, using a sketchbook. 2
- Manipulate and experiment with the elements of art: line, pattern, texture, form, space, colour and shape.

5. Investigate banquet and food drawings through 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. 2
- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Awareness of the potential of the uses of material. 2
- Use different techniques, colours and textures etc when designing and making pieces of work. 2
- To be expressive and analytical to adapt, extend and justify their work.

6.Complete Banquet collages

- 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. 2
- Compare ideas, methods and approaches in their own and others' work and say

points and 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. 2
- Adapt their work according to their views and describe how they might develop it further.
- Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.

6. Draw out our still life from our photographs.

- Question and make thoughtful observations about starting
- points and 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. 2
- Adapt their work according to their views and describe how they might develop it further.
- Demonstrate a wide variety of ways to make different marks with dry and wet media. 2
- Identify artists who have worked in a similar way to their own work. 2
- Develop ideas using different or mixed media, using a sketchbook. 2
- Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.

- Adapt their work acco their views and descri they might develop it
- Choose appropriate paper and implements and extend their work

5.Review our paintings

- Select and record from hand observation, exp and imagination, and ideas for different pure
- Question and make the observations about stepoints and select idea processes to use in the processes to use in th
- Compare ideas, method approaches in their ow others' work and say we think and feel about t
- Adapt their work according their views and description they might develop it
- Create shades and tin black and white. 🛛
- Choose appropriate p paper and implement and extend their work
- Work from a variety of inc. those researched independently.
- Show an awareness c paintings are created (composition).

6. Refining and adding detail to our

- Select and record from hand observation, exp and imagination, and ideas for different pur
- Question and make the observations about stepoints and select idea processes to use in the processes to use in th
- Compare ideas, methor approaches in their ow others' work and say think and feel about t
- Adapt their work according their views and description they might develop it
- Create shades and tin black and white. 2
- Choose appropriate p paper and implement and extend their work

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	 what they think and feel about them. 2 Adapt their work according to their views and describe how they might develop it further. Choose appropriate paint, paper and implements to adapt and extend their work. 2 Awareness of the potential of the uses of material. 2 Use different techniques, colours and textures etc when designing and making pieces of work. 2 To be expressive and analytical to adapt, extend and justify their work. 	 Work from a variety of inc. those researched independently. I Show an awareness of paintings are created (composition).
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#BTK and Links with other subjects

#BTK Nature and Animals	#BTK the totem was a sign of	#BTK Celebrating food (feast and		#BTK Wealth and excess of West,	#BTK Working together, being a community
	Kinship for the Native Americans, link	famine)		making comparisons to third world	
	to Christian signs	History (17 th Century)		countries which have significantly less	
		Key	Vocabulary		
Proportion, texture, variegated, bleeding technique, wax resist, feathering, lightness, saturated, enlarge, scale, convoluting, converging, spiral, hatched, crosshatching, contrasting, primary, secondary, tertiary, pastel, etched, Durer Albrecht	Indigenous, Cherokee, Apachi, Navajo, nomadic, static, dialects, Animism, shaman, unique, beading, kinship, totem, iconic, artefact	Shape, form, detailing, abundance, Fllemish, Antwerp, Mannerist, genre, tranquil, serene, graduated, harmonious, discordant, Baroque	Sculptural, cubism, relief, modelling, constructing, assembling, constructivism, assemblage, maquette, relief, installation art, environment, spectator, conceptual art, element, wall-mounted	Impasto, abrasive, sheen, fluid, matt, pliable, rigid, durable jagged, Roy Lichtenstein,	Foreground, background, painterly, stippling, opaque, transparent, cartoon, chiaroscuro, cityscape, landscape, diptych, triptych, polyptych, expressionism, Edward Hopper, perspective photomontage

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 and processes
(ONGOING)	 Explore the roles and purposes of artists, craftspeople and designers working in different times a
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.
Drawing	• Demonstrate a wide variety of ways to make different marks with dry and wet media. 🛙
	• Identify artists who have worked in a similar way to their own work. 🛛
	 Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, contexture
	• Manipulate and experiment with the elements of art, line, tone, pattern, texture, form, space, co
Painting	Create shades and tints using black and white.
	 Choose appropriate paint, paper and implements to adapt and extend their work.
	 Carry out preliminary studies, test media and materials and mix appropriate colours.
	 Work from a variety of sources, inc. those researched independently.

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or different purpo	ses. 🛛	
es to use in their w	vork. 🛛	
and cultures.		

k and feel about them. 🛛

colour and shape.

	Show an awareness of how paintings are created (composition).
Printing	 Describe varied techniques. 2 Be familiar with layering prints. 2 Be confident with printing on paper and fabric. 2 Alter and modify work. 2 Work relatively independently.
Textiles/collage	 Awareness of the potential of the uses of material. 2 Use different techniques, colours and textures etc when designing and making pieces of work. 2 To be expressive and analytical to adapt, extend and justify their work.
3 D Form	 Develop skills in using clay inc slabs, coils, slips, etc. Make a mould and use plaster safely. Create sculpture and constructions with increasing independence.
Breadth of Study	 Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on diffe Use ICT. 2 Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.

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