



Learning objectives and skills

Advent		Lent		Pentecost	
Portraying Relationships – Painting	Egyptian Art-3D Form (sculpture)	Bauhaus	Indian Art	Mapping and Journeys	Matisse – The Swimmers
<p>1. To investigate Family Portraits</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. 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. Collect images and information independently in a sketchbook. <p>2. To explore poses, positioning and arrangement and what that tells us about the relationships within a family.</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. Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Plan, design, make and adapt models (within their planning of their role play.) <p>3. To explore portraits through role play</p> <ul style="list-style-type: none"> Work on their own and collaboratively with others, on 	<p>1. To Explore canopic jars in Egyptian Art</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 canopic jar</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 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. Plan, design, make and adapt models. 	<p>1. To investigate Bauhaus Art and 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. 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. 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>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</p>	<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. Explore relationships between line and tone, pattern and shape, line and texture. <p>2. 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. Collect images and information independently in a sketchbook. 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. <p>3. To create an Indian inspired collage</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 	<p>1. To investigate journeys through Paintings</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. Alter and refine drawings and describe changes using art vocabulary. Use research to inspire drawings from memory and imagination. 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 (Aboriginal 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 make a map (drawing and painting)</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>1. To explore drawing through the work of Matisse</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. 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. Use research to inspire drawings from memory and imagination. 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 Research Matisse</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. Adapt their work according to their views and describe how they might develop it further. Work on their own and collaboratively with others, on

<p>projects in 3 dimensions and on different scales (within role play)</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. Work on their own and collaboratively with others, on projects in 3 dimensions and on different scales (through role play) <p>4. To investigate backgrounds in portraits</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. Adapt their work according to their views and describe how they might develop it further. 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. Explore relationships between line and tone, pattern and shape, line and texture. <p>5. Creating our portraits in paint</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. Show increasing independence and creativity with the painting process. 	<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 (add heads to 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 (canopic jars)</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. 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 	<p>own design using drawing and 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. 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. Adapt their work according to their views and describe how they might develop it further 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. <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. Question and make thoughtful observations about starting points and select ideas to use in their work. 	<p>with vocabulary based on the visual and tactile</p> <ul style="list-style-type: none"> Use research to inspire drawings from memory and imagination. Collect images and information independently in a sketchbook. Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. <p>4. To explore Indian Architecture</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. Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. <p>5. To design an Indian print</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. Research, create and refine a print using a variety of techniques. Resist printing including marbling, silkscreen and coldwater paste. <p>6. To make an Indian Print</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. 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. To develop further and refine our maps (painting)</p> <ul style="list-style-type: none"> Question and make thoughtful observations about starting points and select ideas to use in their work. Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Show increasing independence and creativity with the painting process. <p>5. To investigate how to create a map of our journey to school</p> <ul style="list-style-type: none"> Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 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. 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. 	<p>projects in 2 and 3 dimensions and on different scales.</p> <ul style="list-style-type: none"> Use ICT. <p>3. To understand the figure using abstraction and simplifying</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. 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. Collect images and information independently in a sketchbook. Explore relationships between line and tone, pattern and shape, line and texture. <p>4. To create a collage for the Swimmers</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. Combine skills more readily. 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 elements. <p>5. To develop further and refine our collages</p> <ul style="list-style-type: none"> Select and record from first hand observation, experience and
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<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. 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 collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. 	<p>been sculpted, modelled or constructed</p> <p>6. To explore detail in our canopic jars (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. 	<ul style="list-style-type: none"> Adapt their work according to their views and describe how they might develop it further 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. <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. 	<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. 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 coldwater paste. 	<p>6. To work collaboratively as a class creating a group piece of work</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. 	<p>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 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. 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. <p>6. Work collaboratively creating a group 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 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. 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.
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#BTK and Links with other subjects

RE – Family ~BTK	History	Geography RE #BTK	Geography	Matisse
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Key Vocabulary

Formal Informal Contemporary	Canopic Egyptian Hieroglyphics Delicate Sensitive Co	Bauhaus Design Craftspeople Contemporary Tone Shape Intricate	Shape Pattern Architecture Minarets Arches Jalees Screens	Renaissance Texture Pattern Asymmetrical Symmetrical Structure Aboriginal	Shape Geometric Organic Matisse Form The figure Scale
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<p>Exploring and developing ideas (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 (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.
<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 coldwater 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.
<p>Breadth of study</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. [?] • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.