



# Statement of Curriculum Intent

## Art – KS 1,2,3 and 4

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### Shenstone Lodge School KS 1 and 2

The intent of our Art and D&T curriculum is to deliver a curriculum which is accessible to all and that will maximize the development of every child's ability in the areas of Art and D&T.

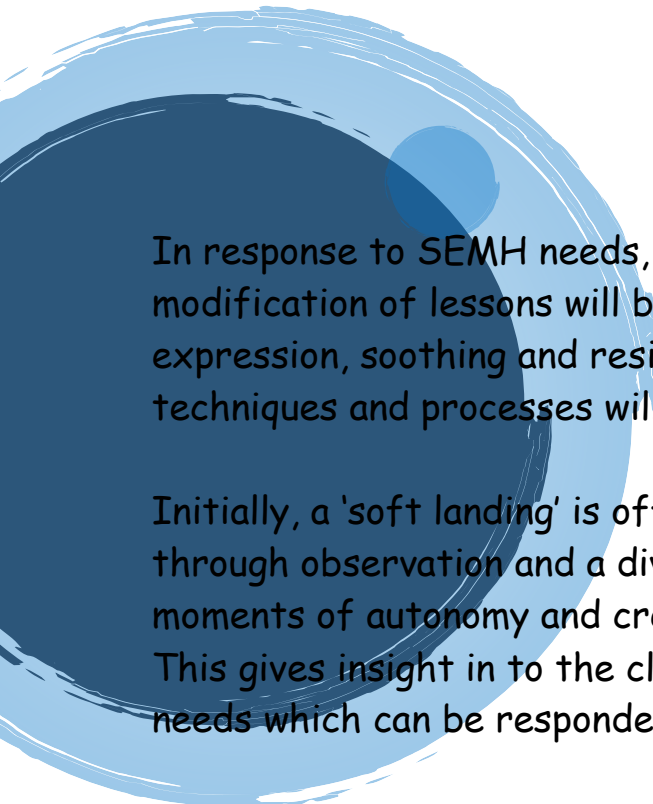
It is our intention to design an Art and D&T curriculum with appropriate subject knowledge, skills and understanding in exploring and investigating, creating and evaluating work, as set out in the National Curriculum, so that children can reach and exceed their potential at Shenstone Lodge School and beyond.

It is our intention to celebrate and showcase the work of our students and to present Art and D&T as inspirational platforms for potential careers for the future.

### The Brades Lodge KS 3 and 4

The Art curriculum at the Brades is under fresh development, there will be many exciting creative projects emerging.

The intended direction for Art will start with a dynamic, pupil-lead curriculum which prioritizes holistic well-being. The intention is for a spectrum of overlapping pathways to be offered, including therapeutic, play and experiential approaches.



In response to SEMH needs, contextually-differentiated and opportunistic modification of lessons will be commonplace. Development of self-expression, soothing and resilience through a diverse range of materials, techniques and processes will form part of this tool kit.


Initially, a 'soft landing' is offered. This, coupled with informal baselining-through observation and a diverse range of activities offers the individuals moments of autonomy and creative freedom with the pressure removed. This gives insight in to the classes' experience, levels of engagement and needs which can be responded to with different approaches to art work.

Academically, the intention is to introduce our students to theory and practices of art and art history from the 7 continents using the core foundation of the formal elements of art; also utilizing personal interests and cross- curricular links where appropriate.

The content is informed by primary and secondary national curriculums; the GCSE assessment objectives for Art and Design and SEMH supportive and developmental approaches in response to continued professional development offered by the school.

There are pathways which work towards entry level or GCSE Art and Design, although even if not chosen in KS4 the art room is open to everyone. There are always opportunities to come and make art or receive one to one support with personal sketch book work or other creative endeavors.

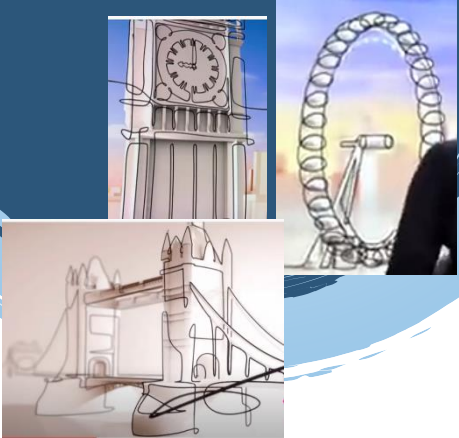




What art needs to be for the individual may look different for each person, class group or each day. Our pupils will receive a warm welcome, they will be listened to, and there will be a wide variety of opportunities to explore.



## KS1 Art Non Negotiables 2022/ 2023

Drawing	Painting	Printing	Sketch Books
<ul style="list-style-type: none"> <li>• Use charcoal, pencils and pastels</li> <li>• Explore making different marks using different thickness of pencils and different grades of pencils e.g. 4B/ 2B/ HB</li> <li>• Show patterns and texture in drawings.</li> <li>• Show tones using light and dark</li> </ul>	<ul style="list-style-type: none"> <li>• Use thick and thin paint brushes.</li> <li>• Paint a picture of something they can see.</li> <li>• Name the Primary colours and secondary colours.</li> <li>• Mix paint to create secondary colours</li> <li>• Mix tones by adding black</li> <li>• Mix tints by adding a colour to white.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a print by pressing, rubbing, stamping and rolling.</li> <li>• Print on to paper and textiles.</li> <li>• Create a repeated pattern.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to record mark making in books.</li> <li>• Record ideas, collect photos.</li> <li>• Add simple annotations</li> </ul>
3D/ Textiles	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> <li>• Make a clay pot.</li> <li>• Add line and shape.</li> <li>• Join fabric using glue.</li> </ul>	<ul style="list-style-type: none"> <li>• Cut and tear paper and card for collages.</li> <li>• Use a variety of materials and explain choices.</li> <li>• Create an individual collage.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a painting program independently to make a picture.</li> <li>• Use tools like 'fill' and brush/ pen tools in a painting package.</li> <li>• Change and edit a picture.</li> <li>• Photograph themselves on an <u>ipad</u>.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what they can see and like in the work of another artist/ craft maker/designer.</li> <li>• Link colours to natural and man-made objects.</li> <li>• Create a piece of work in response to another artists work.</li> </ul>

## Cyclops Long Term Plan Autumn 1 and 2: London/ City Scapes/ The Stone Age/ Light





<b>Drawing</b>	<b>Painting</b>	<b>Printing</b>	<b>Sketch Books</b>
<p>Look at photos of land marks in London and draw these on large sheets of paper using a variety of mark making tools e.g. felts, pencils, charcoal.</p> <p>Big Ben, The London Eye, Tower Brige etc</p> 	<p>Create a 3D city using painted boxes.</p>  <p>Mix different shades of brown to paint 'Lion Man'. Explore tints and tones of brown and other colours.</p>		<p>Find out about 'Lion Man' an ancient carved sculpture 40,000 years old. How was he made?/ What was he made of?</p>  <p>Draw pictures of cave paintings and create a hand stencil.</p> 
<b>3D/ Textiles</b>	<b>Collage</b>	<b>IT</b>	<b>Knowledge</b>
<p>Use clay to create a sculpture of Lion Man.</p> 		<p>.Research 'Lion Man'</p> <p>Research the anatomy of a woolly mammoth.</p> <p>Research cave paintings.</p>	<p>Find out about cave paintings that have been discovered around the world.</p> <p>Find out how the paint was made.</p>

<http://gomersalprimaryschoolart.blogspot.com/2016/07/wire-blossom-with-year-1.html>

<http://gomersalprimaryschoolart.blogspot.com/2016/03/cabbage-prints-and-text-exploration.html>



## Cyclops Long Term Plan Spring 1 and 2: The Victorians/ Animals/ Toys/ Plants

Drawing	Painting	Printing	Sketch Books
<p>Observational drawings of plants/ flowers and vegetables and fruits</p>	<p>Draw weeping willow branches and paint using finger tips in the style of Monet. Name the primary colours and explore how to create the secondary colours.</p> 	<p>Cabbage printing</p> 	<p>Read Katie and the Water Lilly Pond. Look at photos of Monet and his garden. Add photos to sketchbooks.</p> 
3D/ Textiles	Collage	IT	Knowledge
 <p>Cut and bend wire into petal shapes. Add tissue paper. Create a branch/ tree.</p>		<p>Take photographs of flowers in our school environment with ipads. Create a mood board display/ collage using these images.</p> <p>Print off pictures and use oil pastels on the back of the picture. Trace the picture into sketchbooks to create a mon print.</p>	

## Cyclops ART Long Term Plan Summer 1 and 2 : Forces/ Climate and Weather/ Rocks/ Coasts

### Drawing

Draw ammonites using a variety of materials.



### Painting

### Printing



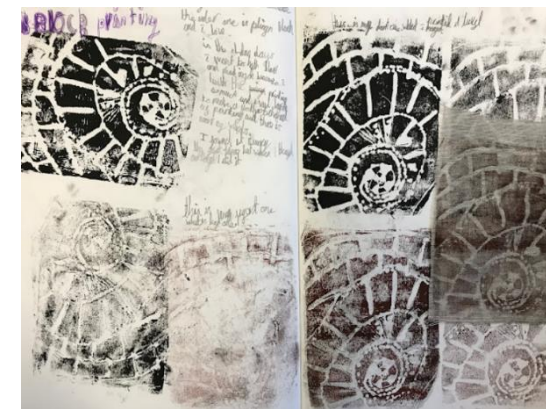
Use press print and printing ink.



Explore adding different types of paper.

### Sketch Books

Use different materials to draw ammonites. Look closely at fossils. Use a biro on press print to create an ammonite drawing. Experiment with different inks to create a repeated image.



### 3D/ Textiles

### Collage

### IT

Take photos of ammonites and fossils. Enlarge and use these for observational drawings.

### Knowledge

<http://gomersalprimaryschoolart.blogspot.com/2020/12/fossil-printing-in-year-3.html>

<http://gomersalprimaryschoolart.blogspot.com/2016/01/year-3-fossil-printing.html>

## Lower KS2 Art Non Negotiables 2022/ 2023

Drawing	Painting	Printing	Sketch Books
<ul style="list-style-type: none"> <li>• Use charcoal, pencils and pastels.</li> <li>• Show patterns and texture in drawings.</li> <li>• Show tones using light and dark.</li> <li>• Use different grades of pencils e.g. 4B/ 2B/ HB to show tones and textures.</li> <li>• Show facial expressions.</li> <li>• Use sketches to create a final piece of work.</li> </ul>	<ul style="list-style-type: none"> <li>• Name the Primary colours and secondary colours.</li> <li>• Mix paint to create secondary colours</li> <li>• Predict with accuracy the colours that they mix.</li> <li>• Create a background using a wash.</li> <li>• Mix tones by adding black</li> <li>• Mix tints by adding a colour to white.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a print by pressing, rubbing, stamping and rolling.</li> <li>• Print on to paper and textiles.</li> <li>• Make a 'pressprint' polystyrene 'printing block'</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to record mark making in books.</li> <li>• Record ideas, collect photos.</li> <li>• Express feelings about a subject and add likes and dislikes.</li> </ul>
3D/ Textiles	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> <li>• Make a clay Canopic jar</li> <li>• Add line and shape.</li> <li>• Join fabric using glue.</li> <li>• Use a running stitch on <u>binca</u>.</li> <li>• Add texture to a piece of work.</li> </ul>	<ul style="list-style-type: none"> <li>• Cut and tear paper and card for collages.</li> <li>• Use a variety of materials and explain choices.</li> <li>• Create an individual collage.</li> <li>• Cut accurately.</li> <li>• Overlap materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Use printed images they take with an <u>ipad</u> and combine with art work</li> <li>• Use tools like 'fill' and brush/ pen tools in a painting package.</li> <li>• Research an artist or style of art.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what they can see and like in the work of another artist/ craft maker/designer.</li> <li>• Explore work from other cultures and other periods of time.</li> </ul>

**Dragons and Unicorns ART Long Term Plan Autumn 1 and 2: City Scapes/ The Great Fire of London**

**Drawing**

Drawing famous London land marks.

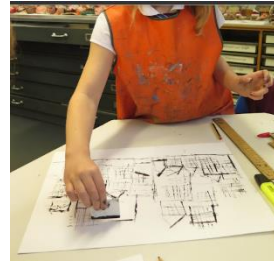


Drawing Tudor timber framed buildings



**Painting**

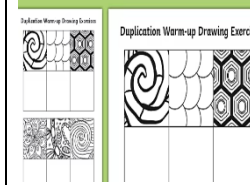
**Printing**



Using black ink/ paint and card to create city scapes.

**Sketch Books**

Mark making with a variety of pencils charcoal and pens. TWINKL



**3D/ Textiles**

**Collage**

Fire of London Collage  
Layering a variety of papers to create a background and cutting silhouettes of Tudor buildings.



**IT**

Researching and printing images of landmarks for sketch books.

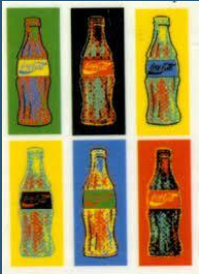
**Knowledge**



## Dragons and Unicorns ART Long Term Plan Spring 1 and 2: Christopher Columbus/ America

### Drawing

Observational drawings of an object.



### Painting



### Printing

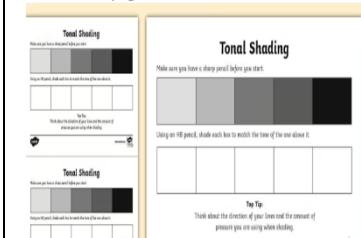
Hand print pop art activity.



### Sketch Books

Mark making with a variety of pencils charcoal and pens. Tonal Shading.

TWINKL



### 3D/ Textiles

Christopher Columbus crafts



### Collage

### IT

Create a picture in the style of Andy Warhol using a repeated image of a self portrait.



### Knowledge

Research art by Andy Warhol. Describe what they can see and what they like.

<http://gomersalprimaryschoolart.blogspot.com/2017/02/year-4-cityscapes.html><http://gomersalprimaryschoolart.blogspot.com/2017/02/year-4-cityscapes.html>

# Dragons and Unicorns ART Long Term Plan Summer 1 and 2 : Egyptians/ Oceans/ Water Cycle/Rivers

## Drawing

iPad photography and drawing combined to create Egyptian Pharaoh designs.



## Painting

Ancient Egyptian Masks – use card, newspaper, pva glue to create masks. Decorate with paint, paper, fabric and beads/sequins.



## Printing

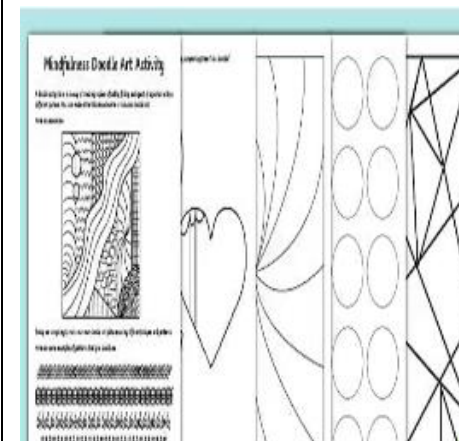
Press Print hieroglyphics



## Sketch Books

Mark making with a variety of pencils charcoal and pens.

TWINKL



## 3D/ Textiles

Egyptian Canopic jars- Walsall Art Gallery.

## Collage

## IT

Photograph side profiles, convert to black and white for Egyptian Pharaoh designs.

## Knowledge

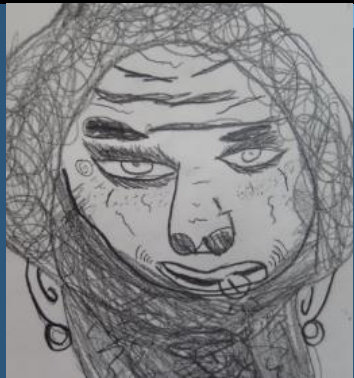
Research images of Ancient Egyptian Art and artefact

## Year 5 Art Non Negotiables 2022/ 2023

Drawing	Painting	Printing	Sketch Books
<ul style="list-style-type: none"> <li>• Use charcoal, pencils and pastels.</li> <li>• Show patterns and texture in drawings.</li> <li>• Show tones using light and dark.</li> <li>• Use different grades of pencils e.g. 4B/ 2B/ HB to show tones and textures.</li> <li>• Show facial expressions and body language.</li> <li>• Use sketches to create a final piece of work.</li> <li>• Show reflections.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix all the colours they need.</li> <li>• Create a background using a wash.</li> <li>• Mix tones by adding black</li> <li>• Mix tints by adding a colour to white.</li> <li>• Use shading to create mood and feeling.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a print by pressing, rubbing, stamping and rolling.</li> <li>• Print on to paper and textiles.</li> <li>• Create an accurate print design.</li> <li>•</li> <li>• Make a 'pressprint' polystyrene 'printing block'</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to record mark making in books.</li> <li>• Record ideas, collect photos.</li> <li>• Express feelings about a subject and add likes and dislikes.</li> <li>• Create a montage all about themselves.</li> <li>• Use sketch books to improve and adapt ideas.</li> </ul>
3D/ Textiles	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> <li>• Combine materials to design and make a 3D form.</li> <li>• Begin to sculpt clay.</li> <li>• Use a running stitch on binca.</li> </ul>	<ul style="list-style-type: none"> <li>• Cut and tear paper and card for collages.</li> <li>• Use a variety of materials and explain choices.</li> <li>• Create an individual collage.</li> <li>• Cut accurately.</li> <li>• Overlap materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Use printed images they take with an ipad and combine with art work</li> <li>• Create a Power Point to present their Art work.</li> <li>• Research an artist or style of art.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what they can see and like in the work of another artist/ craft maker/designer.</li> <li>• Explore work from other cultures and other periods of time.</li> <li>• Experiment with different styles artists have used.</li> </ul>

# Manticores and Phoenix ART Long Term Plan Autumn 1 and 2: Anglo Saxons/ Frozen kingdoms

## Drawing



Create self portraits  
Explore different grades of pencils. Mark make with graphite sticks/ charcoal.

## Painting

Create tones and tints of grey and brown.



Create painting of frozen kingdoms by developing understanding of tones and tints.



## Printing



Cut up magazines and pictures, download portraits of a diverse selection of people. Have fun creating portraits.



## Sketch Books

### 3D/ Textiles



Use layers of card to create Anglo Saxon crosses/ jewellery and shields.

### Collage

Poppy art-Explore texture using layers of different types of paper/ card.



### IT



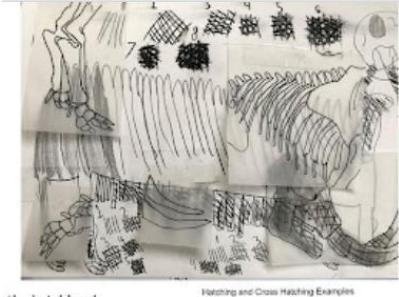

Research examples of Anglo Saxon crosses, Anglo Saxon jewellery and shields.

### Knowledge

Explore Anglo Saxon Art.  
<https://www.staffordshireboard.org.uk/>

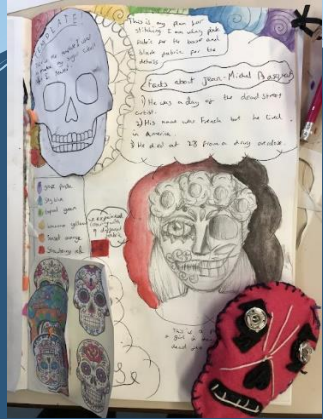
<http://gomersalprimaryschoolart.blogspot.com/2017/03/year-5-portrait-project.html>  
<http://gomersalprimaryschoolart.blogspot.com/2019/07/anglo-saxons.html>

## Phoenix and Manticores ART Long Term Plan Spring 1 and 2: Volcanoes / Crime and Punishment

Drawing	Painting	Printing	Sketch Books
 <p>Continue to explore mark making skills by creating space helmets set in front of a starry night paint and paper scrunch back ground.</p>	<p>Painting in the style of Starry Night by Van Gogh. Begin by mark making with oil pastels in sketchbooks. Find out more about Van Gogh and the letters he wrote to his brother to describe the night sky.</p> 		 <p>Develop the use of patterns and texture, use of light and dark. Continue to use 4B, 2B, HB pencils to show tone, charcoal and graphite. Compare ideas, methods and approaches.</p>
3D/ Textiles	Collage	IT	Knowledge
		<p>Create sepia 'mug shots' in the style of the original peaky blinders. Download photographs onto Word and learn how to select and edit.</p> 	<p>Create a montage of Van Gogh paintings in sketchbooks. Describe what they can see and what they like.</p>

# Manticores and Phoenix ART Long Term Plan Summer 1 and 2: Mayans/ Hola Mexico

## Drawing



Draw Day of the Dead skull designs based on their research.

## Painting



Paint designs for a Day of the Dead fabric skull.

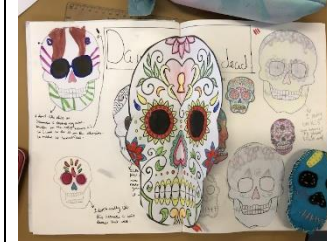
## Printing

Mayan foam press print printing- Research images of Ancient Maya icons for Calendars- create foam prints of icons- repeated images- rotated images using different coloured inks.

Create a 'Wall of Skulls'



## Sketch Books



Create designs for a Day of the Dead fabric skull.



## 3D/ Textiles



Use a skull template and felt then embellish with embroidery thread and buttons. Use a running stitch.

## Collage

Paper mosaic Mayan masks.



## IT

Research the festival of The Day of the Dead. Create a montage of ideas for sketch books.

## Knowledge

Research art by Jean -Michel Basquiat



Study the Ancient civilisations of America and the Day of the Dead festival.

<http://gomersalprimaryschoolart.blogspot.com/2020/12/day-of-dead-year-6.html>

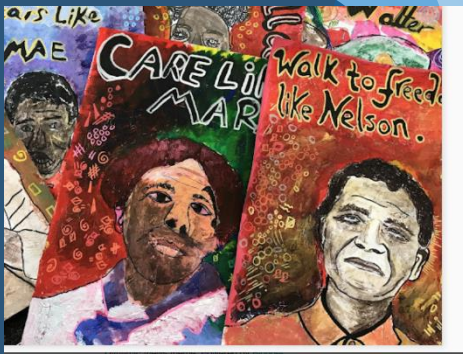
## Year 6 Art Non Negotiables 2022/ 2023

Drawing	Painting	Printing	Sketch Books
<ul style="list-style-type: none"> <li>• Use charcoal, pencils and pastels.</li> <li>• Identify and draw objects and use marks and lines to produce texture.</li> <li>• Use different grades of pencils e.g. 4B/ 2B/ HB to show tones and textures.</li> <li>• Show facial expressions and body language.</li> <li>• Use sketches to create a final piece of work.</li> <li>• Use shading to create mood and feeling.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix all the colours they need.</li> <li>• Create a background using a wash.</li> <li>• Mix tones by adding black</li> <li>• Mix tints by adding a colour to white.</li> <li>• Use shading to create mood and feeling.</li> <li>• Express emotions accurately through their sketches and paintings.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a print by pressing, rubbing, stamping and rolling.</li> <li>• Print on to paper and textiles.</li> <li>• Create an accurate print design.</li> <li>• Make a 'pressprint' polystyrene 'printing block'</li> <li>• Print using two colours or more.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to record mark making in books.</li> <li>• Record ideas, collect photos.</li> <li>• Express feelings about a subject and add likes and dislikes.</li> <li>• Create a montage all about themselves.</li> <li>• Use sketch books to improve and adapt ideas.</li> <li>• Compare and discuss ideas with others.</li> </ul>
3D/ Textiles	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> <li>• Combine materials to design and make a 3D form.</li> <li>• Begin to sculpt clay.</li> <li>• Use textile and sewing skills as part of a project.</li> </ul>	<ul style="list-style-type: none"> <li>• Cut and tear paper and card for collages.</li> <li>• Use a variety of materials and explain choices.</li> <li>• Create an individual collage.</li> <li>• Cut accurately.</li> <li>• Overlap materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Use printed images they take with an ipad and combine with art work</li> <li>• Create a Power Point to present their Art work.</li> <li>• Research an artist or style of art.</li> <li>• Create digital images with animation, video and sound.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore work from other cultures and other periods of time.</li> <li>• Experiment with different styles artists have used.</li> <li>• Learn about the work of others by looking at books, visiting galleries and the internet.</li> </ul>



# Minotaur and Centaur ART Long Term Plan Autumn 1 and 2: WWII

## Drawing



Black History month drawing and painting



## Painting

WW I and II Art

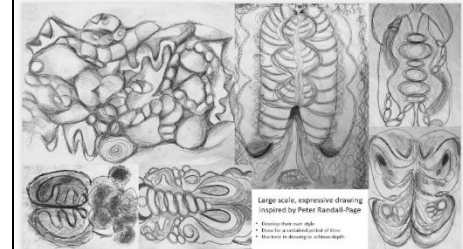


Propaganda Art

## Printing

## Sketch Books

- Begin to record mark making in books.
- Record ideas, collect photos.
- Express feelings about a subject and add likes and dislikes.



## 3D/ Textiles



Remembrance peg soldiers

## Collage

Blitz silhouettes



## IT

Research Propaganda posters from WWII.



## Knowledge






- Explore work from other cultures and other periods of time.
- Learn about the work of others by looking at books, visiting galleries and the internet.
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<http://gomersalprimarschoolart.blogspot.com/2021/10/remembrance-peg-soldiers.html>

<http://gomersalprimarschoolart.blogspot.com/2020/11/black-history-month-2020.html>



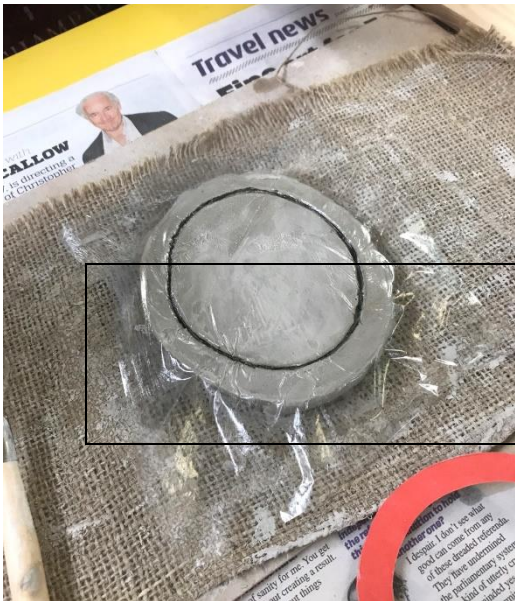
## Minotaur and Centaur ART Long Term Plan Spring 1 and 2: Kings, Queens and Castles/ Rainforests

Drawing	Painting	Printing	Sketch Books
<p>Look at miniature portraits by Hans Holbein. Create self portraits in the style of Holbein. Consider costumes and jewelry.</p> 	<p>Mexican Rain Forest and jungle paintings in the style of Henri Rousseau</p> 		 <p>Collect pictures of animals and plants found in the rainforest. Create pencil and charcoal drawings:</p> <ul style="list-style-type: none"> <li>• Use charcoal, pencils and pastels.</li> <li>•</li> <li>• Identify and draw objects and use marks and lines to produce texture.</li> <li>• Use different grades of pencils e.g. 4B/ 2B/ HB to show tones and textures.</li> </ul>
3D/ Textiles	Collage	IT	Knowledge
<p>Create a clay frame for a portrait in the style of Holbein.</p> 		<p>Research rain forest animals and habitats. Create a montage of pictures to inspire a painting.</p>	 <p>Evaluate some famous artworks of the rainforest and jungle by artists such as Henri Rousseau and Linda Jackson.</p>






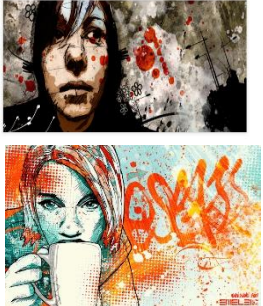
<http://gomersalprimaryschoolart.blogspot.com/2020/11/year-5-rainforest.html>



Rolling clay to achieve a flat even depth



**Minotaur and Centaur Art Long Term Plan Summer 1 and 2: Longitude and Latitude/ Amazing Journeys (Jason and the Argonauts)**

<p><b>Drawing</b></p>	<p><b>Painting</b></p>	<p><b>Printing</b></p>	<p><b>Sketchbooks</b></p>
<p>Use black pens to create line drawings of portraits.</p> 	<p>Paint self portraits.</p> 	<p>Repeated Ancient Greek patterns on press print.</p> 	 <p>Self portrait line drawings.</p> <p>Create a collection of Greek designs for reference.</p>
<p><b>3D / Textiles</b></p>	<p><b>Collage</b></p>	<p><b>IT</b></p>	<p><b>Knowledge</b></p>
<p>Clay 'Pandora's Box- Walsall Art Gallery activity</p> <p>Paper mache Greek vase.</p> 		<p>Use a digital camera to take self-portraits. Use the photograph to create a line drawing and painting.</p>	<p>Look at the work of digital artist Mike Barrett.</p> 

<http://gomersalprimaryschoolart.blogspot.com/2016/10/ks2-artclub-with-mike-barrett.html>

KS3			KS4	
7- formal elements	8- transferrable skills, personal art practice and group projects	9- large-scale artwork, self expression, sketchbook	10	11
<p><b>KS3 Yearly Approach-</b> introduce all <b>**repeatedly**</b> to the formal elements of art, skills, knowledge and practical activities relevant to the 4 assessment objectives in Art GCSE. Relevant to the national curriculum at primary and secondary level.</p> <p><b>**to build resilience-</b> using new materials, techniques and processes.</p> <p><b>** to build confidence and independence in using a wide range of materials.</b></p> <p><b>**to support recall of, experience and understanding in the foundations of Art and Design.</b></p> <p><u>The priority is SEMH needs.</u> This will be established through building safe, trusting relationships, communication, regulation. This means there's a lot of adaption required in art.</p> <p>This will be done in a wide range of forms throughout the year depending on the context, class and the individuals in the class.</p> <p>A wide range of resources also readily available that relate to these areas to account for: withdrawn work or sudden change to dynamic.</p>	<p><b>KS3 Yearly Approach-</b> introduce all <b>**repeatedly**</b> to the formal elements of art, skills, knowledge and practical activities relevant to the 4 assessment objectives in Art GCSE. Relevant to the national curriculum at primary and secondary level.</p> <p><b>**to build resilience-</b> using new materials, techniques and processes.</p> <p><b>** to build confidence and independence in using a wide range of materials.</b></p> <p><b>**to support recall of, experience and understanding in the foundations of Art and Design.</b></p> <p><u>The priority is SEMH needs.</u> This will be established through building safe, trusting relationships, communication, regulation. This means there's a lot of adaption required in art.</p> <p>This will be done in a wide range of forms throughout the year depending on the context, class and the individuals in the class.</p> <p>A wide range of resources also readily available that relate to these areas to account for: withdrawn work or sudden change to dynamic.</p> <p><b>Soft landing after summer;</b></p> <p>recall (hone in on formal elements)</p> <p>informal baseline (work sheets to assess retained knowledge, skill, independence, group dynamic,</p>	<p><b>KS3 Yearly Approach-</b> introduce all <b>**repeatedly**</b> to the formal elements of art, skills, knowledge and practical activities relevant to the 4 assessment objectives in Art GCSE. Relevant to the national curriculum at primary and secondary level.</p> <p><b>**to build resilience-</b> using new materials, techniques and processes.</p> <p><b>** to build confidence and independence in using a wide range of materials.</b></p> <p><b>**to support recall of, experience and understanding in the foundations of Art and Design.</b></p> <p><u>The priority is SEMH needs.</u> This will be established through building safe, trusting relationships, communication, regulation. This means there's a lot of adaption required in art.</p> <p>This will be done in a wide range of forms throughout the year depending on the context, class and the individuals in the class.</p>	<p>Similarly to KS3, the formal elements of art, skills, knowledge and practical activities relevant to the 4 assessment objectives in Art GCSE as well as secondary national curriculum are the key components.</p> <p>By y10 however - more depth, longer focus, higher independence, analysis, specialized painting workshops and following of a theme as a class over a longer stretch of time are developing expectations throughout the year.</p> <p><b>Soft landing and introduction to Art GCSE.</b></p> <p>recall (hone in on formal elements)</p>	<p>Similarly to KS3, the formal elements of art, skills, knowledge and practical activities relevant to the 4 assessment objectives in Art GCSE as well as secondary national curriculum are the key components. More depth, longer focus, higher independence, analysis, specialized painting workshops and following of a theme as a class over a longer stretch of time are developing</p>

**Soft landing after summer;**

Self expression & informal observation of group dynamic, collective recall knowledge and general \*ability in art, through range of resources, media, techniques and processes. “Skills sheets”- limited to three colours in block wax crayon, this is to test colour mixing, blending, ability and understanding of layering, pressure how to fill space and how to build up an image.



collective recall knowledge and general \*ability in art, through range of resources, media, techniques and processes).

Test- ability to complete “Skills sheets” independently 1 could be - limited to three colours in block wax crayon, this is to test colour mixing, blending, ability and understanding of layering, pressure how to fill space and how to build up an image.

Basic theory and Colour mixing. a range of ‘free flow’ and guided painting activities- individual and group.

Gradual focus on theme- Autumn- colours- frottage using collected materials from evidence of nature changing. Working towards a class display board and emulsion transfer of best frottage designs on canvasses.

A wide range of resources also readily available that relate to these areas to account for: withdrawn work or sudden change to dynamic.

**Soft landing after summer;**

recall (hone in on formal elements)

As a year group Y9 generally prefer expressing and choosing for themselves. This ties in nicely with the entry level certificate for art and design- personal starting points, and gives us scope to try ways of working, projects and activities which they feel most drawn to.

Y9 generally need time and space to express themselves and who they are. And art will be used as ‘talk and draw’, soothing, practicing using unstructured time appropriately.

With that in mind, larger scale expressive work, independent work, choice, sketchbook work and free flow lessons are included throughout the year as well as seasonal, skills and theory based, and media/technique workshops.

Y9 have access to a range of

Initially- informal baseline (observed) group dynamic, collective recall knowledge and general \*ability in art, through range of resources, media, techniques and processes.

“Skills sheets”- limited to three colours in block wax crayon, this is to test colour mixing, blending, ability and understanding of layering, pressure how to fill space and how to build up an image.

Introduction of project ‘flags and patterns from around the world’.

expectations throughout the year.

By y11 however – it is exam year, and we are all working towards GCSE.

Recall focusses (the practical ability and emerging/developing theoretical knowledge) : AO’s for art and design gcse; increased ability to build up art pieces through layering; creating grounds; creating a gradient; confidence in projecting and tracing imagery; Choosing and using colour groups/pallets;



Basic theory and Colour mixing. a range of 'free flow' and guided painting activities- individual and group.

specifically made sketchbooks that introduce them to the formal elements visually- they then can choose how they lay out and fill their sketchbooks.

Autumn 1&2 theme- 'Seasonal'

Initial 'recall'- summer sketchbook competition show and tell. Designs submitted for the printing of stickers. (First two weeks leeway given for designs to be worked on and submitted).

Over all gold silver and bronze + wild card win additional prizes.

For Diwali we create and decorate lanterns, for the mexican Day of the Dead we decorate 'sugar skulls' using colour and pattern.

In addition we have Wallpaper paintings, balloon painting, large scale work.

In the event of smaller class sizes, 'chill zone' art lessons will be created. A safe space where the individuals choose how they want to work, teachers and support are there as "assistants" to facilitate large pieces being made.


controlled use of mark making; development of annotations using key words; reviewing and refining work.

Soft landing – rotating skills workshops and practical activities (with discussions relating to exam skills).

Reviewing and refining 'landscapes from the 7 continents' project. (portfolio).

Creating a board for each of the assessment objectives-

Developmen

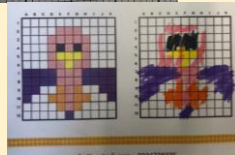
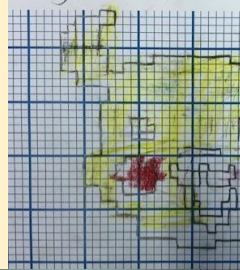
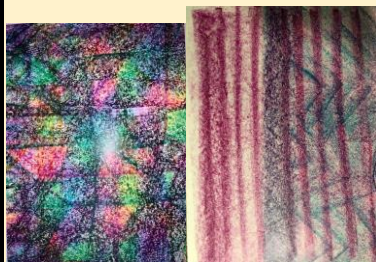
					<p>t (through response to research) Explore, review and refine (through media, techniques, processes) Record ideas (drawings, photos, annotations-relevant to intentions) Present (design ideas, informed meaningful personal response)</p>
<p>A u t 2</p>	<p>Soft landing after half term;  Patterns from around the world,</p> 	<p>Soft landing after half term;  Animals, insects, extinct, endangered, mythical.</p> <p>Image collection; artist studies; sketches, experiments (media and formal elements- relating specifically to animals, symbolism and artists), design ideas and final piece) +analysis.</p>	<p>Soft landing after half term;  Seasonal</p> <p>Christmas and winter themed activities- with view to creating artwork that relates to the seasons, gifts, pieces, decorations for our rooms.</p> <p>recall (hone in on formal elements)</p> <p>As a year group Y9 generally</p>	<p>Gradual focus on 'landscapes and art history from the 7 continents'.</p> <p>This to inform discussion, mindmap/recording of ideas and image collection.</p> <p>Research, experimenting with different styles.</p> <p>Introduction to polytile and monoprinting.</p>	<p>Recall focusses (the practical ability and emerging/developing theoretical knowledge) : AO's for art and design gcse; increased ability to build up art pieces through layering;</p>





Use of : Colour, line, pattern Mark making, texture, layers.

Experimenting with the formal elements and a range of media to create patterns and creative designs.



prefer expressing and choosing for themselves. This ties in nicely with the entry level certificate for art and design- personal starting points, and gives us scope to try ways of working, projects and activities which they feel most drawn to.

Y9 generally need time and space to express themselves and who they are. And art will be used as 'talk and draw', soothing, practicing using unstructured time appropriately.

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In the event of smaller class sizes, 'chill zone' art lessons will be created. A safe space where the individuals choose how they

From images of landscapes from around the world- Observational drawings working with proportion, composition, light sketching and refinement of these.

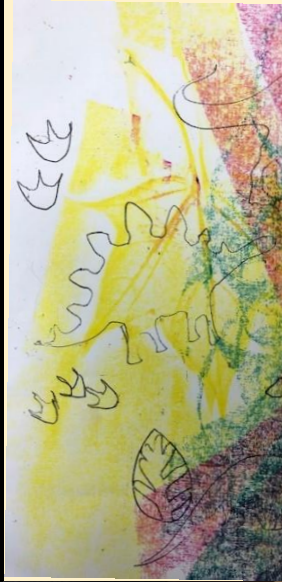
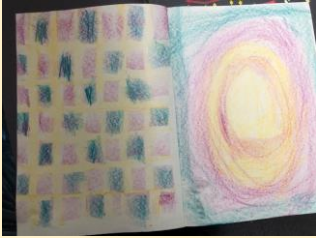
Beginning to colour mix, and match, while working through the same painting together as a class.

Range of media techniques and processes explored as a class/with individuals as appropriate.

creating grounds; creating a gradient; confidence in projecting and tracing imagery; Choosing and using colour groups/pallets; controlled use of mark making; development of annotations using key words; reviewing and refining work.

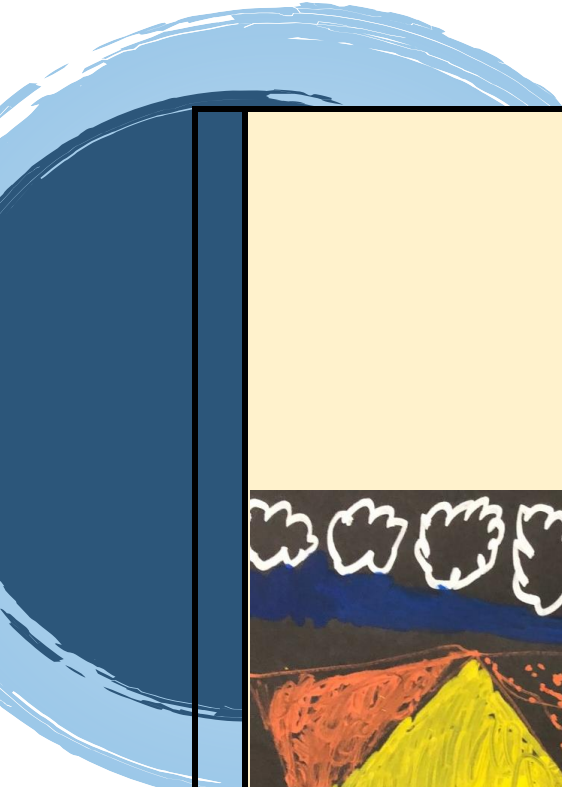
Review project work so far- how well are we meeting the assessment objectives?

Main focus: Working on design ideas for a final piece for the project that shows links

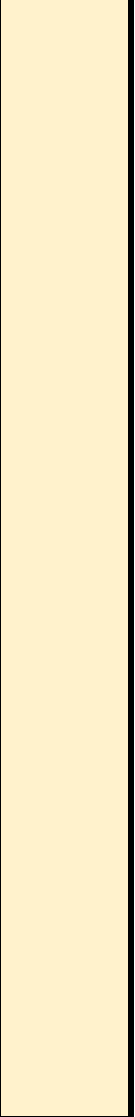
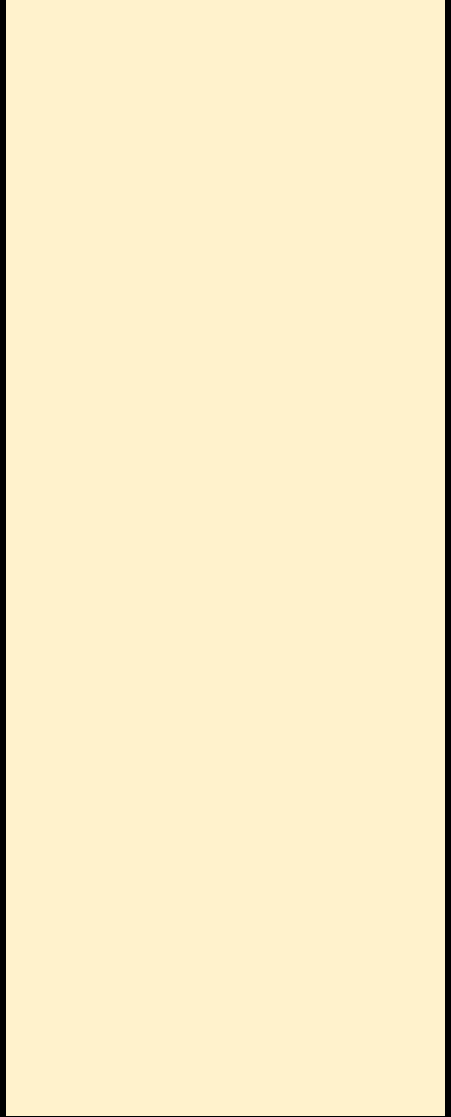
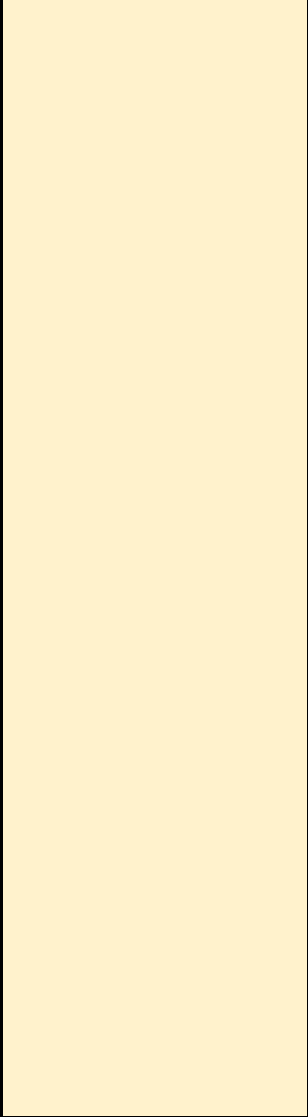
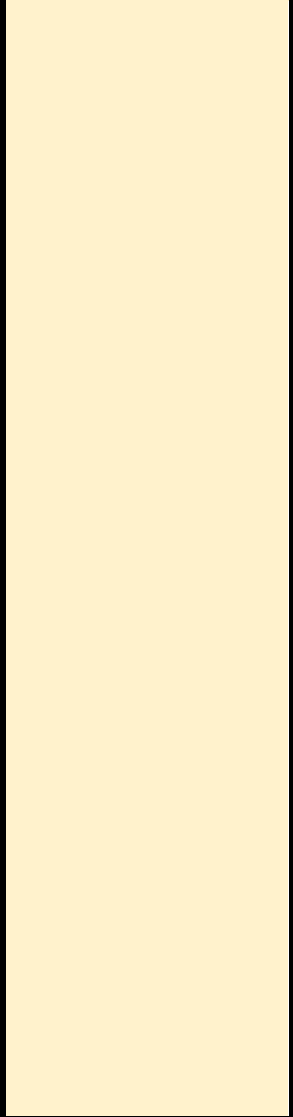
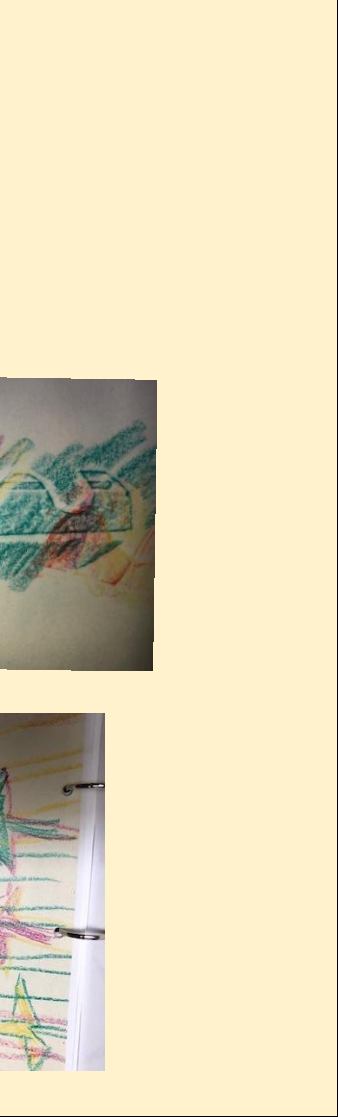
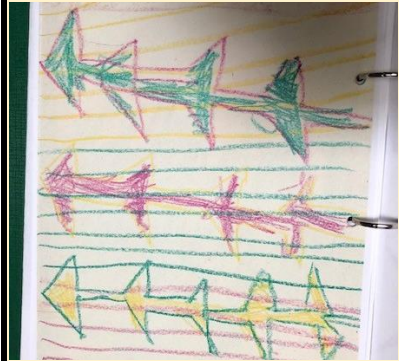


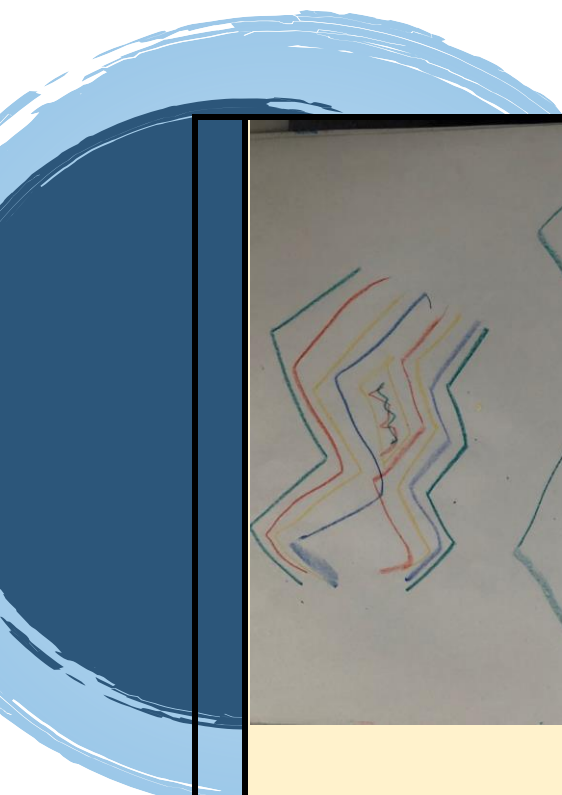
want to work, teachers and support are there as "assistants" to facilitate large pieces being made.


to the research and shows best skills and creativity.

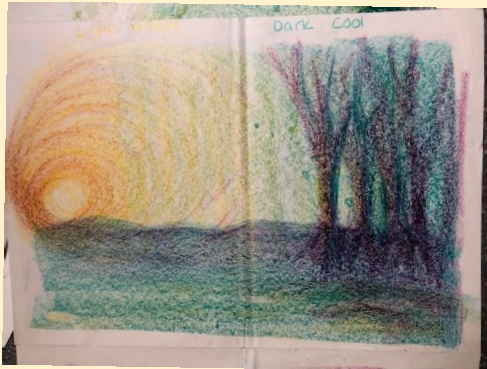


 <p>The first panel of a comic strip contains a colorful, abstract drawing. The background is black. At the top, there is a row of white, stylized clouds. Below the clouds, there are two yellow, triangular mountain peaks. A red, horizontal band representing a river or path runs across the middle. In the foreground, there are several green, rounded bushes or trees. The bottom of the panel shows a yellow, textured ground surface.</p>				
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S p r l	<p><b>Soft landing</b></p> <p>Autumn Journey Recall- what we did &amp; wishlist going forward.</p> <p><b>Organic and Geometric Shapes'</b></p> <p>Range of media, techniques and processes- using and seeing how they create different effects. Increasing resilience and confidence. Talk and draw sessions.</p> <p>Alma Thomas- colour pattern, shape, layering.</p>	<p><b>Soft landing</b></p> <p>Autumn Journey Recall- what we did &amp; wishlist going forward.</p> <p>Soap box body work- startingpoint for larger scale experiments in media and materials, 2 d and 3d.</p> <p>This is the beginning of Art's involvement with work based</p>	<p><b>Soft landing</b></p> <p>Autumn Journey Recall- what we did &amp; wishlist going forward.</p> <p><b>Art History-</b></p> <p>Introduction to a range of Art periods and styles,</p> <p>working with cross stitch to create book mark inspired by the</p>	<p><b>Soft landing</b></p> <p>Autumn Journey Recall- what we did &amp; wishlist going forward.</p> <p>Continuation of 'landscapes from the 7 continents'</p> <p>Image analysis linking to the formal elements (how have the formal elements been used specifically, e.g colour choices, how tone,</p>	<p><b>Soft landing</b></p> <p>Recall AO's and examples of how we work towards these. Recall basic steps in making an art piece.</p>



learning's soap box project- they are beginning to work on building a soap box which we will start building the bodywork and decoration for in the middle of summer term. We will begin exploring and developing skills and ideas that will inform our building and decorating mid summer term.

Theme for bodywork design changes each year.

Image collection, mindmapping, discussing, recording ideas.

Experimentation, artist links (including art history from 7 continents).

Cardboard, lego, polymer clay models, 2 d focus on layers- colour pallet (chosen intentionally), background, print and mark making. Sketching, choosing a best line, block colours, tints and shades.

Exploration of marks, patterns and colours that relate to energy and speed.

Mixed media bodywork- teamwork/group project.

starting point of Bayeux Tapestry. Tapestries, a combination of arts and crafts and life skills- being able to sew- fix clothes, stitch wounds, make and personalise things.

Fine motor skill work and self regulation required for the patience of threading a needle, concentrating to place a stitch intentionally.

form, texture etc have been achieved).  
Brush stroke/painting technique skill sheet.  
Skill board- backgrounds, colour blending, cloud painting



Introduction to Pixel art- to inform brushstrokes, understanding and application of tints and shades and harmonious colours. As well as a modern art style which echoes techniques from art history incorporating fine

Recall key dates and ways of preparing for the exam.

Art mock (portfolio)- series of chunked lessons which practice art exam conditions (having materials planned and ready, creating final piece for 'landscapes from the 7 continents' over a series of lessons with independence).

Introduction to the exam paper themes. (externally set task)

Mindmap ideas, image collection, reviewing given artists,



2d and 3d responses

(incorporating formal elements and experience/knowledge of formal elements and media, techniques and processes).

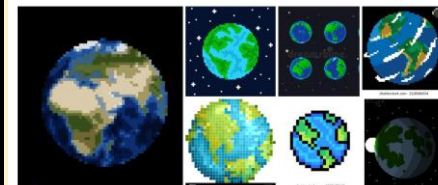
Future project title will be - 'Dragons'

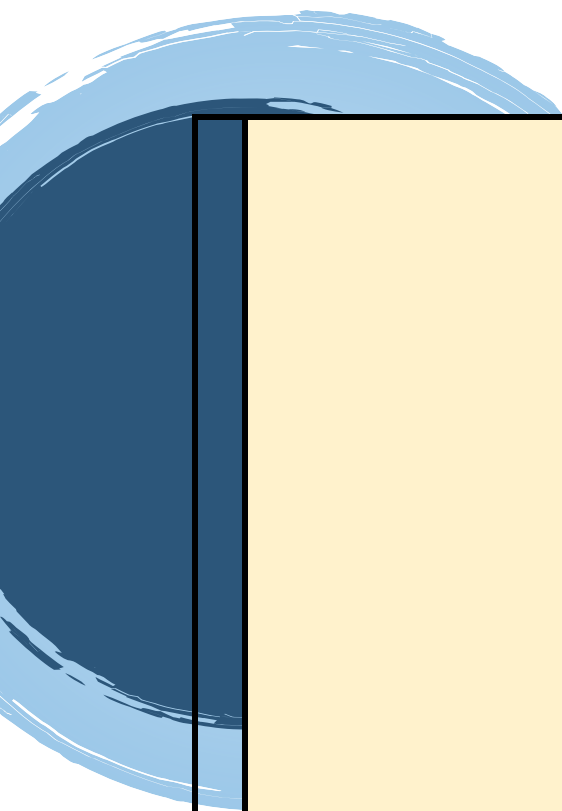
Link to Chinese new year, environment and setting for dragon (exploring environments), favourite and symbolic colours, pathetic phallacy (safe space & regulation).



art and popular culture while enabling an alternative approach and perspective on landscapes from the seven continents. Pixels includes link to graphics and landscapes in gaming.

skills workshops relevant to theme and artists







Soft landing

'The Emogie Project'

Naming and recreating emotions and expressions through the use of cartoon and expressive portraits, and emogies

Expressive Portraits & proportions (maths)

Jean-Michel Basquiat



Soft landing

Continuation of discussions and activities in preparation for soapbox body work.

Intermittent soothing, resilience and independence building activities via introduction to wide range of materials and processes.



Soft landing

Gaming Art- Scenery, visual elements and icons.



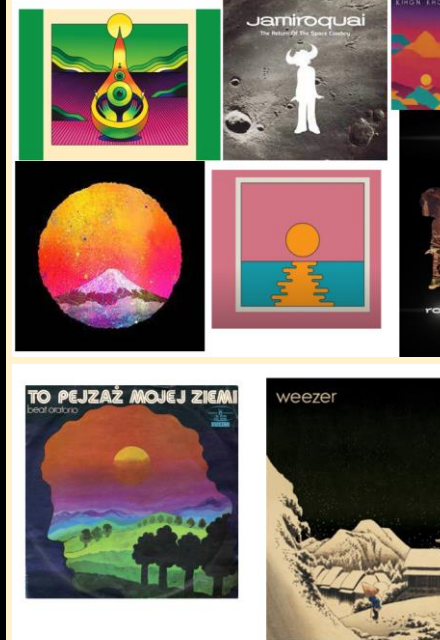
As a year group Y9 generally prefer expressing and choosing for themselves. This ties in nicely with the entry level certificate for art and design- personal starting points, and gives us scope to try ways of working, projects and activities which they feel most drawn to.

Y9 generally need time and space to express themselves

Soft landing

Research from a range of sources- Album covers, songs, games, artists from the 7 continents, maps, flags, scenery.

'Album covers that look like landscapes'



Soft landing

Externally set task

Final exam prep, working through timetable, communication with school staff and agreement on exam days and the start date (this all discussed planned with the students).



and who they are. And art will be used as ‘talk and draw’, soothing, practicing using unstructured time appropriately.

With that in mind, larger scale expressive work, independent work, choice, sketchbook work and free flow lessons are included throughout the year as well as seasonal, skills and theory based, and media/technique workshops.

Y9 have access to a range of specifically made sketchbooks that introduce them to the formal elements visually- they then can choose how they lay out and fill their sketchbooks.

In the event of smaller class sizes, ‘chill zone’ art lessons will be created. A safe space where the individuals choose how they want to work, teachers and support are there as “assistants” to facilitate large pieces being made.

Soft landing

Spring Recall and Target setting.

Illustration- ‘telling a story in a picture’.

Soft landing

Spring Recall and Target setting.

Continuation of discussions and activities in preparation for soapbox body work.

Intermittent soothing, resilience and independence building activities via introduction to wide range of materials and processes.

Development of personal practice/own style and interest in art.

In preparation for the final build and decoration of soap box, we discuss logistics and make sure that class are practicing and increasing independence in use of unstructured time.

Development of personal practice encourages re-focus on love of art and expression, in preparation for sketchbook competition over the holiday and in anticipation of there being moments during the build where pupils/the class must wait between stages.

Soft landing

PoP Art

Spring Recall and Target setting.

As a year group Y9 generally prefer expressing and choosing for themselves. This ties in nicely with the entry level certificate for art and design- personal starting points, and gives us scope to try ways of working, projects and activities which they feel most drawn to.

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Y9 have access to a range of specifically made sketchbooks that introduce them to the formal elements visually- they then can choose how they lay out and fill their sketchbooks.

In the event of smaller class

Soft landing

Spring Recall and Target setting.

‘Reviewing and Refining’

Focus drawn to formalities of GCSE Art and Design & the requirement to show understanding of and practical refinement.

Using the green folders, Y10 will intermittently choose art pieces that they need to refine/improve. They will read and respond to written feedback and select and work on art pieces.

They will also be introduced to further skills workshops and whole class + 1 to 1 art activities.

Externally set task

Art exam- chunked as arranged with individuals who will be sitting the exam.

sizes, 'chill zone' art lessons will be created. A safe space where the individuals choose how they want to work, teachers and support are there as "assistants" to facilitate large pieces being made.



### 'Mr Doodle'


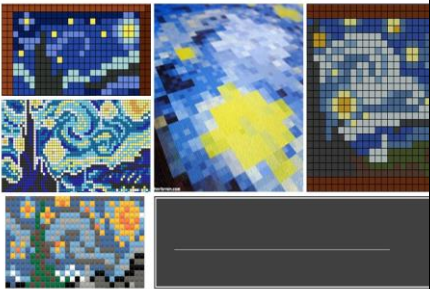
What is the colour pallet?  
(what colours have been used?)

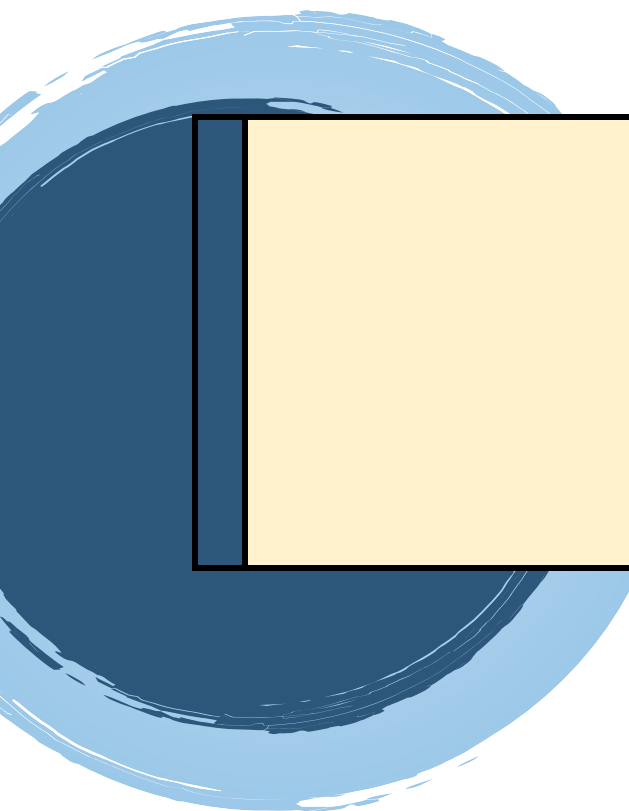
What is the main subject of this art piece?  
(what is it of?)

How do you think this was made?  
(list the steps- what goes first?)

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<p>S u m 2</p>	<p><b>Soft landing</b></p> <p>Summer 1 recall and target setting.</p> <p><b>The weather</b></p> <p>Creating a range of 2d and 3d art work that relates to the weather and Geography.</p> <p><b>Introduction of summer sketchbook competition- Working on unique sticker design.</b></p> <p>All those who have experimenting with designs over the summer holiday will have them printed out as stickers in Autumn term.</p> <p>Over all top three + a wild card will win additional art prizes.</p> <p>Review of the art journey this year and optional personal targets for skills practice and art research over the holidays.</p>	<p><b>Soft landing</b></p> <p>summer 1 recall and target setting.</p> <p>Body work build and decoration.</p> <p><b>Introduction of summer sketchbook competition- Working on unique sticker design.</b></p> <p>All those who have experimenting with designs over the summer holiday will have them printed out as stickers in Autumn term.</p> <p>Over all top three + a wild card will win additional art prizes.</p>	<p><b>Soft landing</b></p> <p>Summer 1 recall and target setting.</p> <p><b>Introduction of summer sketchbook competition- Working on unique sticker design.</b></p> <p>All those who have experimenting with designs over the summer holiday will have them printed out as stickers in Autumn term.</p> <p>Over all top three + a wild card will win additional art prizes.</p> <p>Review of the art journey this</p>	<p><b>Soft landing</b></p> <p>Summer 1 recall and target setting.</p> <p>Review the styles and skills we have used- begin working</p> <p>'in the style of' Van Gough using pixel art to inform brush strokes.</p>  <p><b>Introduction of summer sketchbook competition- Working on unique sticker design.</b></p>	<p>Final mounting of art work in preparation for moderator's visit.</p> <p>Celebration art trip and beginning of y11 legacy mural/ installation.</p>



		<p>Review of the art journey this year and optional personal targets for skills practice and art research over the holidays.</p>	<p>year and optional personal targets for skills practice and art research over the holidays.</p>	<p>All those who have experimenting with designs over the summer holiday will have them printed out as stickers in Autumn term.</p> <p>Over all top three + a wild card will win additional art prizes.</p> <p>Review of the art journey this year and optional personal targets for skills practice and art research over the holidays.</p>	<p>Review of the art journey this year and optional personal targets for skills practice and art research over the holidays.</p>
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