



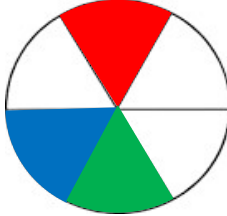




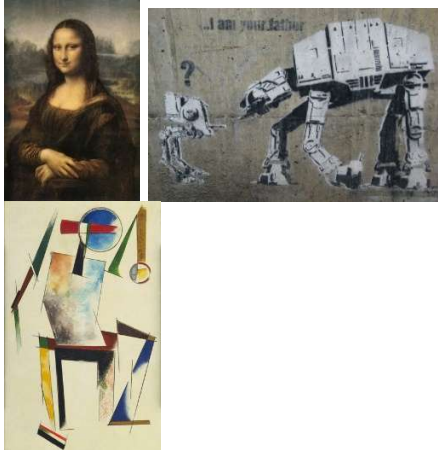


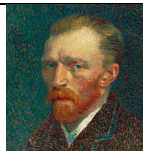


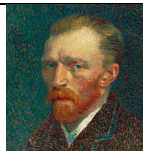


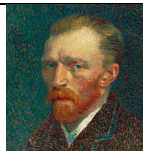


YEAR 1					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Collage self-portraits					
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Task		Key indicators assessed		Children not at EXS	
Start of unit: 3-minute speed draw (will need to be modelled first): <i>Using mirror, pencil and paper, create a quick self-portrait.</i> Does the artist include eyes, nose, mouth, ears and hair with reasonable symmetry as appropriate?		Pre-requisite knowledge: a self-portrait is art work of themselves. bodies and faces are often symmetrical and both sides have the same features (not always). when creating a self-portrait, we include key features (eyes, nose, mouth, ears, neck and hair).			
Review task: <i>Match the type of art to the picture:</i> <i>Painting, Drawing, Collage, Sculpture</i>		That a collage is a piece of art made by sticking bits of different materials onto a backing.			
   					
Review task: through observation of each child's animal collage: Can the pupil create a collage that demonstrates: <ul style="list-style-type: none"> - representation of a recognisable animal through the medium of collage. - understanding of how to join materials using glue sticks, PVA glue and/or tape. - how to combine textures in one collage. 		That different materials have different textures and these can be rough or smooth , or hard or soft . That using different materials with different textures can make a piece of art that is interesting to look at and interesting to touch. How to join materials in different ways, including glue stick, PVA glue and tape.			
Review task: using a post-it note evaluation of their final piece, do they demonstrate: <ul style="list-style-type: none"> - That they can evaluate how they feel about their final piece using a smiley face system: 😊 😐 ☹️ - That they can tell a partner or adult why they feel the way they do about their artwork using a few simple phrases. 		Art does not have to look exactly like something you are looking at, and it can be used to express how you feel and think. To understand that the art of yourself and other people is important because it has taken time and effort.			

YEAR 2					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Emotion fashion show					
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Specific Assessment Opportunities		Key indicators assessed		Children not at EXS	
<p>Start of unit: - review task:</p> <p><i>Shade the remaining colours in the correct positions on the colour wheel:</i></p> 		<p>Pre-requisite knowledge:</p> <p>To be able to identify the primary colours and which secondary colours they create when mixed. <i>(Methods & techinques; formal elements)</i></p> <p><i>That complementary colours are opposite on the colour wheel</i></p>			
<p>Review question; matching task:</p> <p><i>Match the colours used by artist/illustrator Anna Llenas to the emotions she was trying to represent:</i></p> <p><i>Happiness</i> <i>Sadness</i> <i>Anger</i> <i>Fear</i> <i>Calm</i></p>  		<p>That certain colours, shapes and textures can be used to show emotions <i>(Formal elements; meanings and interpretations)</i>.</p> <p>That artists can use art to express an emotion without needing to draw a face <i>(Meanings and interpretations)</i>.</p> <p>That people are affected emotionally by art in different ways <i>(Insight)</i></p>			
<p>Assessment opportunity: through observation of each child's shirt design, do they demonstrate:</p> <ul style="list-style-type: none">- That they can manipulate crayon, paint, paper and card along with appropriate adhesives to create an item of expressive clothing.		<p>To use crayon, pens, paint, paper and card along with appropriate adhesives to create an item of expressive clothing <i>(Methods & techniques)</i></p> <p>That adding black makes a new shade, adding white makes a tint and adding grey makes a tone. <i>(Methods & techniques; media & materials)</i></p>			
<ul style="list-style-type: none">- That they can use art to express an emotion without needing to draw a face.- That they can evaluate how they feel about their final piece using a smiley face system: 😊 😐 😞- - That they can tell a partner or adult why they feel the way they do about their artwork using a few simple phrases.		<p>To be able to explain their choices of colour, shape and texture and how these express a chosen emotion or expression. <i>(Insight; formal elements)</i></p> <p>That an audience may think different things about a piece of art than the artist.</p> <p>To constructively evaluate their work and the work of others on how well it expresses the emotion <i>(Insight; Messages & Inter.)</i>.</p>			

YEAR 3					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Still life observational drawing Shading techniques					
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Task		Key indicators assessed		Children not at EXS	
Start of unit: review task 3-minute speed draw - drawing a piece of fruit from memory: <i>Using pencil and paper, draw a piece of fruit from memory.</i> Does the artist demonstrate reasonable application of pencil to paper and application of shape to a fair representation of an item of fruit?		Pre-requisite knowledge: To hold a pencil comfortably and confidently to control how hard the lead presses down – and use this to vary light or dark strokes.			
Review task: through observation of each child's shading sketch book experimentations, do they demonstrate that they can use: <ul style="list-style-type: none"> - hatching, - cross-hatching, - back and forth stroke, - stippling and - scumbling And that they can create a gradient.		That some common shading techniques are hatching, cross-hatching, back and forth stroke, stippling and scumbling. That a gradient is a gradual, not sudden, change from light to dark.			
Review question; multiple choice. <i>Which world-famous artist created 'Study of Horse'?</i> <input type="checkbox"/> Leonardo da Vinci <input type="checkbox"/> Rembrandt van Rijn <input type="checkbox"/> Auguste Rodin 		That artists like da Vinci and Rembrandt used different shading techniques separately or together for different results. That both da Vinci and Rembrandt continue to be world-famous today.			
Review task: through observation of each child's final observational drawing, they demonstrate: <ul style="list-style-type: none"> - awareness of light and dark. - use of a specific shading technique (see above). - reasonable application of proportion. 		To apply various shading techniques, using light source and cast shadow. That highlights are where the light source shines on an object, and is usually the brightest/palest part, whilst shadows are cast on the opposite side of a light source, and are usually the darkest part. That the proportions of an object are how tall/wide it is and the overall shape. That a better likeness can be achieved by drawing the proportions as accurately as possible.			

YEAR 4					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Human proportion drawing					
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Task		Key indicators assessed		Children not at EXS	
Start of unit: matching task: <i>Match the image to the correct type of shading:</i> <i>Hatching</i> <i>Cross-hatching</i> <i>Stippling</i>  Challenge: <i>what is a gradient?</i> <i>Describe in one or two sentences.</i>		Pre-requisite knowledge: Shading techniques hatching, cross-hatching, back and forth stroke, scumbling and stippling. Shading is usually done as a gradient from light to dark.			
Review question; written or scribed: <i>What does proportion mean, when used in art or by artists? Explain in one or two sentences, perhaps using an example.</i>		That proportion describes the size of the parts in a piece of art. That proportion lines are used by artists to help get accurate proportions when drawing from observation.			
Review opportunity: through observation of each child's drawing of their partner's face using proportion lines, do they demonstrate: <ul style="list-style-type: none"> - appropriate use of proportion such that the drawn item is a reasonable likeness of the chosen subject e.g. eyes, ears and mouth within reasonably accurate proximity of actual position. - Use of shading to highlight light and dark. 		That proportion lines can help achieve symmetry in a piece of art, that may be difficult to achieve without them due to our minds distorting what we see.			
Review task: through each child's evaluation (written, scribed or recorded) of their two drawings, do they demonstrate understanding that: <ul style="list-style-type: none"> - artists have preferences when e.g. comparing their own art work. - artists can take pride in a portrait even if it does not have an exact likeness. 		That aesthetic refers to the design choices in the work of a particular artist, artistic movement or era (traditional, modern and contemporary). To begin to develop an understanding of their own preferred aesthetic for what they want to see in art.			

YEAR 5					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Abstract human form					
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Task		Key indicators assessed		Children not at EXS	
Start of unit:- review question: <i>How would you describe the difference between observational and abstract art? Explain in one or two sentences:</i>		Pre-requisite knowledge: To have done observational, abstract and abstracted art and be able to distinguish between the three. That observation is copying what you see but abstraction is when you use your imagination and draw things that may not be observed.			
Review question; written or scribed: <i>Tick which of these might be described as constructivist art:</i> <i>Explain your decision in one or two sentences.</i>		That constructivist art is abstract art that only uses simple shapes and lines and a few bold colours.			
					
Review task: adult observation of each child's constructivist-inspired drawing, does the pupil demonstrate the following? <ul style="list-style-type: none"> - Use of simple shapes to represent key parts of the body e.g. rectangles for arms, semi-circles for thighs. - Deployment of colour such that shapes are clearly distinguishable. - Not all detail is included. - Use of colour to distinguish from the background. 		To use the techniques of constructivist artists to decompose a photo into simple shapes and lines. That not all detail needs to be included. To use colour to make the figure and any other objects distinct from the background.			

YEAR 6											
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6						
Human feature drawing											
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Task		Key indicators assessed		Children not at EXS							
<p>Start of unit: matching task</p> <p><i>Match the artwork below to the artistic movement that describes it the best:</i></p> <p><i>Contemporary, traditional, modern</i></p> <table><tr><td>Traditional</td><td></td></tr><tr><td>Modern</td><td></td></tr><tr><td>Contemporary</td><td></td></tr></table>		Traditional		Modern		Contemporary		<p>Pre-requisite knowledge:</p> <p>That contemporary art aims to deconstruct traditional art, is often very abstract and can invade real-life spaces, such as graffiti.</p>			
Traditional											
Modern											
Contemporary											
<p>Review question; written or scribed:</p> <p><i>What themes, ideas or messages does Kehinde Wiley try to communicate through his paintings? Explain in a few sentences, referring to specific art work if you can.</i></p>		<p>To interpret an artist's feelings or messages through examining their art.</p>									
<p>Review task: adult observation of each child's drawing in the style of Wiley:</p> <p>Does the pupil demonstrate the following?</p> <ul style="list-style-type: none">- Selecting a background colour that will complement the colour palette of the subject- Think about the effect of the composition- Reasonable application of proportion applied to: <p>Eyes Eyebrows</p>		<p>To select a colour background for the background that will complement the colour palette of the subject (blue uniform).</p> <p>The iris and pupil are perfect circles from a front view, but changes in perspective can make their shape appear to change.</p> <p>That the upper lip is usually proportionately smaller than the bottom lip (but not always).</p> <p>That eyebrows follow the arch of the brow bone and have thicker</p>									