

Exploring and Developing Ideas		Evaluating and Developing Work			
<ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul>		<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Annotate work in journal.</li> </ul>			
Drawing					
<ul style="list-style-type: none"> <li>Experiment with ways in which surface detail can be added to drawings.</li> <li>Use journals to collect and record visual information from different sources.</li> <li>Draw for a sustained period of time at an appropriate level.</li> </ul>	<p><b>Lines and Marks</b></p> <ul style="list-style-type: none"> <li>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk, pastels, pens etc.</li> <li>Experiment with different grades of pencil and other implements to create lines and marks.</li> </ul>	<p><b>Form and Shape</b></p> <ul style="list-style-type: none"> <li>Experiment with different grades of pencil and other implements to draw different forms and shapes.</li> <li>Begin to show an awareness of objects having a third dimension.</li> </ul>	<p><b>Tone</b></p> <ul style="list-style-type: none"> <li>Experiment with different grades of pencil and other implements to achieve variations in tone.</li> <li>Apply tone in a drawing in a simple way.</li> </ul>	<p><b>Texture</b></p> <ul style="list-style-type: none"> <li>Create textures with a wide range of drawing implements.</li> <li>Apply a simple use of pattern and texture in a drawing.</li> </ul>	
Digital Media	Painting	Printing	Textiles	3-D	Collage
<ul style="list-style-type: none"> <li>Record and collect visual information using digital cameras and video recorders.</li> <li>Present recorded visual images using software.</li> <li>Use a graphics package to create images and effects with; <b>lines</b> by controlling the brush tool with increased precision.</li> <li>Change the type of brush to an appropriate style.</li> <li>Create <b>shapes</b> by making selections to cut, duplicate and repeat.</li> <li>Experiment with <b>colours and textures</b> by using effects and simple filters to manipulate and create images for a purpose.</li> </ul>	<p><b>Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</b></p> <ul style="list-style-type: none"> <li>Work on a range of scales e.g. thin brush on small picture etc.</li> <li>Create different effects and textures with paint according to what they need for the task.</li> </ul> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>Mix colours and know which primary colours make secondary colours.</li> <li>Use more specific colour language.</li> <li>Mix and use tints and shades.</li> </ul>	<ul style="list-style-type: none"> <li>Create printing blocks using a relief or impressed method.</li> <li>Create repeating patterns.</li> <li>Print with two colour overlays.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</li> <li>Match the tool to the material.</li> <li>Develop skills in stitching, cutting and joining.</li> <li>Experiment with paste resist.</li> </ul>	<ul style="list-style-type: none"> <li>Plan, design and make models from observation or imagination.</li> <li>Join clay adequately and construct a simple base for extending and modelling other shapes.</li> <li>Create surface patterns and textures in a malleable material.</li> <li>Use papier mache to create a simple 3D object.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> <li>Use collage as a means of collecting ideas and information and building a visual vocabulary.</li> </ul>

<b>Possible Cross-curricular links, especially opportunities for English, Mathematics and Computing within teaching:</b>	
English links	<ul style="list-style-type: none"><li>• Stories from Dreamtime/aboriginal stories</li></ul>
Mathematics links	<ul style="list-style-type: none"><li>• Scale/ pattern</li></ul>
Computing links	<ul style="list-style-type: none"><li>• Links to research lesson 1</li></ul>
Other links	<ul style="list-style-type: none"><li>• Where is Australia? Map skills mapping</li></ul>
<b>Possible Experiences including visits/visitors/other: Visit an art gallery</b>	
<b>Consider what could augment your planning to really enthuse the children in your class:</b> <ul style="list-style-type: none"><li>• Images of the artist and personal enthusiasm for the subject</li></ul>	
<b>Display/Resources: pastel, felt, chalk, paint, quality paper</b>	
<b>Consider what resources could be brought into the classroom and what display work could be completed either before/during or after topic is taught:</b>  Display board ready	

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 Spring Year B Journeys Stephanie Head **green spring 1 YB overlaps on term 1**

Session	Key Objective from skills listed above  (What is it that you want the children to learn?)	Possible Activities including use of Computing and other technologies, and showing at least 3 differentiations	Outcomes/Evidence of what they have learnt  (Where will this be found? Will it be in a book? Topic book? Display? Photographic evidence?)	Possible extension into homework if appropriate to enhance and deepen learning
1	To investigate the use of symbols in Aboriginal art.	<ul style="list-style-type: none"> <li>• What is a symbol? Create a definition as a class.</li> <li>• Introduce the children to who the Aborigines are and that nature and art is important to them.</li> <li>• Explain that Aboriginal art uses lots of different symbols to represent things in nature. Aboriginal people painted these symbols on leaves, bark, rocks and their bodies.</li> <li>• The Aborigines used dots as a symbol in most of their art work. This was because they used their fingers and sticks to paint.</li> <li>• Many other Australian people like to create aboriginal dot paintings to represent the land and its creatures. Show children some images of contemporary aboriginal art.</li> <li>• Show children the slides detailing some typical symbols Aborigines used in their art work.</li> <li>• We could use symbols for the things we see around us every day. Can you think of symbols for these things: bird, car, house, tree and lamp-post? Children to discuss their ideas with a partner.</li> </ul> <p>Activity: Ask children to look at worksheet 1B. Invite them to use their sketch book and some felts to design symbols for the images on the worksheet.</p> <p>Extension: Encourage children to think about how they could link these symbols together to make a picture. Invite children to sketch some ideas in their sketch books.</p>	<p>Plenary: Invite children to share their work with a partner. How did you decide which symbols to create? Why did you choose the symbols you did? Children to discuss their ideas with a partner.</p> <p>ASSESSMENT QUESTIONS:</p> <ul style="list-style-type: none"> <li>• Do children understand that Aboriginal art often uses symbols for objects?</li> <li>• Can children identify symbols and explain what they mean?</li> <li>• Can children create their own symbols?</li> </ul>	<p>Personal reflection in sketchbooks or own books at home- ongoing of the child wants to</p> <p>Some useful websites:  <a href="http://www.aboriginalartonline.com/culture/symbols.php">http://www.aboriginalartonline.com/culture/symbols.php</a>  <a href="http://www.aboriginalartstore.com.au/aboriginal-art-culture/aboriginal-symbols-glossary/">http://www.aboriginalartstore.com.au/aboriginal-art-culture/aboriginal-symbols-glossary/</a>  <a href="http://www.aboriginalartshop.com/Symbols/aboriginal-art-graphic-symbols-and-meanings.html">http://www.aboriginalartshop.com/Symbols/aboriginal-art-graphic-symbols-and-meanings.html</a></p>

<p>2</p>	<p>To be able to create a piece of artwork in the style of an Aboriginal journey.</p>	<ul style="list-style-type: none"> <li>• What can you remember about Aboriginal art and symbols? Children to think, pair, share their ideas.</li> <li>• Explain what Dreamtime stories are and what they mean for the Aboriginal people. Encourage children to think about what they have learnt from the Aboriginal art they have studied so far.</li> <li>• Read the dreamtime story about the Rainbow Serpent and invite children to use a pencil and a piece of paper to draw the journey as it is read out. Once they have drawn the journey ask children to share it with the person next to them and see how different/similar they are.</li> <li>• Explain to your class that some Aboriginal people today still follow the dreaming trail to see significant sights.</li> <li>• What do you think someone might see on a journey like this?</li> <li>• Tell children that today they will be creating their own Aboriginal artwork to symbolise a journey. How do you think we could do this? Invite children to share their ideas.</li> <li>• Show children the steps on the slides to make an Aboriginal Dreamtime painting using the dot technique. Ensure children understand that they should be using dots when creating their Aboriginal image/journey and to include aboriginal symbols. Children could use sticks and/or cotton buds to create the dots. SIMILAR TO ACTIVITIES WE HAVE CARRIED OUT IN THE PAST.</li> </ul> <p>ACTIVITY: Tell children that today they will be creating a class painting to represent an Aboriginal journey. Give Each child a piece of black A5 paper and one of the Aboriginal Symbols Cards. Children to create a piece of artwork based on the symbol they have been given using paint dots.</p> <ul style="list-style-type: none"> <li>• You may wish to limit the use of colours so that the separate artworks are more unified.</li> <li>• When all the children have finished, find a space large enough to place all the finished pieces together on the floor. Lead children through the completed painting, talking about what the symbols mean and what kind of journey the picture represents.</li> </ul>	<p>PLENARY: Invite children to share their work with the rest of the Class. What does your picture represent? Have you used any symbols in your work? Why did you choose the colours you chose? How does your work compare to the other pieces of artwork in the class?</p> <p>ASSESSMENT QUESTIONS:</p> <ul style="list-style-type: none"> <li>• Can children use what they have learnt to create a piece of Aboriginal artwork?</li> <li>• Can children use symbols in their work?</li> <li>• Can children choose colours that reflect what it is they are representing?</li> </ul>	
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<p>3</p>	<p>To identify different ways of representing objects and features relating to maps and journeys.</p>	<ul style="list-style-type: none"> <li>• Ask children to picture in their minds a familiar journey (e.g. the journey to school, from home to a friend’s house, from school to a club, etc.) What do you pass and see on this journey? Children to think, pair, share their ideas.</li> <li>• Show children a map of Betty’s journey to school. Ask them to look at the things she passes and discuss how they could make symbols for these things. Encourage children to think back to the work they have done on Aboriginal symbols.</li> <li>• Use Google maps or similar to look at their local area (<a href="http://maps.google.co.uk/maps">http://maps.google.co.uk/maps</a>). Use the ‘Satellite’ view so the locations are more familiar to the children. Explain that this view is called a bird’s eye view.</li> <li>• Ask children to use the map to find a journey and then trace that journey in the air with their fingers.</li> <li>• Tell children that today they will be creating a piece of artwork to represent a familiar journey, using symbols. Use the slides to demonstrate how this can be done.</li> <li>• Invite children to think about a journey they would like to represent with symbols and colours. Ask them to discuss their ideas with a partner.</li> </ul> <p><b><i>NB: encourage your children to list the things they see on their journey and draw possible symbols in their sketch books. This will help them with their pictures.</i></b></p> <p>Lower ability: Children to create their own bird’s eye view ‘journey’ artwork to show a familiar journey. Support children with creating symbols to represent the objects they might come across on their journey, e.g. houses, shops, parks, cars, etc.</p> <p>Middle ability: Children to create their own bird’s-eye view ‘journey’ artwork to show a familiar journey.</p> <p>Higher ability: Children to create their own bird’s eye view ‘journey’ artwork to show a familiar journey. Encourage children to stay away from the more obvious symbols and to use line, pattern and colour in their symbols</p>	<p>PLENARY: Invite children to share their work with the rest of the class and explain why they chose the symbols they chose and what they are representing. Children to respond with two positive comments about the artwork being shown and one area that they think could be improved upon if the artwork were to be created again.</p> <p>ASSESSMENT QUESTIONS:  <ul style="list-style-type: none"> <li>• Can children recall a familiar journey and identify it on a map?</li> <li>• Can children identify different ways of representing an object through symbols?</li> <li>• Can children create a piece of artwork to represent a familiar journey?</li> </ul> </p>	
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4	To investigate the work of Paul Klee.	<ul style="list-style-type: none"> <li>• Use the slides to introduce Paul Klee and discuss with your class who this artist is.</li> <li>• Show children a range of Paul Klee’s images. Invite them to discuss these questions with a partner: Do you think this image shows a journey? Can you spot any symbols in this piece of artwork? What does this picture make you think of?</li> <li>• Tell children that today they will be creating a piece of artwork inspired by the work of Paul Klee and that to do this they are going to be taking their pencil for a walk. Use the pictures on the slides to explain how this can be done.</li> <li>• Explain to your class they can use the sections created in their pencil walk to add creative patterns and colours.</li> <li>• Invite them to try this technique for themselves. What kind of journey will you create?</li> </ul> <p>Lower ability: Children to ‘take their pencil for a walk’ to create a piece of artwork in the style of Paul Klee. Make sure children do not create spaces that are too small and overlapped.</p> <p>Middle ability: Children to ‘take their pencil for a walk’ to create a piece of artwork in the style of Paul Klee.</p> <p>Higher ability: Children to ‘take their pencil for a walk’ to create a piece of artwork in the style of Paul Klee. Encourage children to use only three of four colours to complete their artwork. Can you make sure sections on the same</p>	<p>PLENARY: When children have finished their artwork, give them some time to look around at the different work that has been created. Encourage them to compare it to their own work and to think about which pictures work best and why.</p> <p>ASSESSMENT QUESTIONS:  <ul style="list-style-type: none"> <li>• Do children know who Paul Klee is and the kind of artwork he created?</li> <li>• Can children produce a piece of artwork in the style of Paul Klee?</li> <li>• Can children use colour and pattern to create different effects?</li> </ul> </p>	<p>POSSIBLE HOMEWORK ACTIVITY: Provide children with either worksheet 4A, 4B or 4C and ask them to colour in each space in a different way, e.g. using stripes, dots, different colours, patterns, etc. Encourage children to colour each space in a different way to symbolise something different.</p>
5 OVER 2 SESSIONS	To be able to use gathered ideas to create a piece of ‘journey’ artwork.	<ul style="list-style-type: none"> <li>• What kind of journeys have we looked at so far? Which have you enjoyed exploring most and why?</li> </ul> <p>Invite children to think, pair, share their ideas.</p> <ul style="list-style-type: none"> <li>• What other ideas have you gathered over the course of this scheme of work about how you could represent a journey through art? Children to discuss their ideas with a partner.</li> </ul>	<p>PLENARY: Create a class gallery with the artwork that has been created. Children to choose a name for their artwork to place next to it. Give children some time to walk</p>	

		<ul style="list-style-type: none"> <li>Recap the three main techniques the children have learnt so far and invite them to discuss what they Can remember from the lessons.</li> <li>Tell children that today they will be using all the ideas they have gathered to create their own piece of 'journey' artwork. Explain that they can build on something we have already looked at (e.g. the work of Paul Klee, Aboriginal art, using maps, etc.) or they can come up with their own ideas.</li> <li>What kind of journey artwork do you want to create? Invite children to share their ideas.</li> </ul> <p>ACTIVITY: Children to use a variety of art materials and processes to create their own 'journey' artwork. Encourage children to think about use of symbols, line, pattern, colour, etc. LESS ABLE-Support children by talking through ideas first before children start their work.</p>	<p>around the gallery looking at the other works of art that have been created. What kind of journey is being represented? Have they used any symbols? What do you think of their use of colour? Children to discuss ideas.</p> <p>ASSESSMENT QUESTIONS:</p> <ul style="list-style-type: none"> <li>Can children use ideas they have gathered to Create their own 'journey' artwork?</li> <li>Can children use symbols, colour and pattern in their work?</li> <li>Can children constructively discuss their finished artwork?</li> </ul>	
		<p>Additional session <a href="https://www.deepspacesparkle.com/paul-klee-art-lesson/">https://www.deepspacesparkle.com/paul-klee-art-lesson/</a></p>		