Class - Quest 1 Curriculum - Art/Lessons weekly

Year	Autumn 1 Unit 1	Autumn 2 Unit 2	Spring 1 Unit 3	Spring 2 Unit 4	Summer 1 Unit 5	Summer 2 Unit 6
1	Topic: BASE LINE TEST AND COLOUR WHEEL	Topic: Kandinsky	Topic: Chinese New Year	Topic: Miro	Topic: Cakes and Sweets	Topic: Matisse
	Baseline test –	Suggested Key	Suggested Key	Suggested Key	Suggested Key	Suggested Key
	independent work –	Questions:	Questions:	Questions:	Questions:	Questions:
	verbal prompts and	What does	Why do the	What does Miro's	Who is Wayne	What does Matisse's
	ppt. to support only	Kandinsky's work	Chinese celebrate	work look like?	Thiebauld?	work look like?
	Suggested Key	look like?	this?	What colours	What does he draw	What colours
	Questions:	What colours	How do they	Describe his work?	and paint?	Describe his work?
	Suggested Key	Describe his work?	celebrate?	What shapes can	How does his apply	What shapes can we
	Questions:	What shapes can	What is the story	we see in Miro's	colour?	see in Matisse's art?
	Colour theory:	we see in	behind the	arts	What is Pop art?	What are the key
	What is this colour?	Kandinsky's art?	celebration?	What are the key characteristics of	Key Skills and	characteristics of
	Is it a warm or cool	What are the key	What do the	Miros's art work?	Knowledge:	Matisse's art work?
	colour?	characteristics of	different animals	MIIOS S OIT WORK		Kara Chille and d
	How do we hold a	Kandinsky's art work?	represent?	Key Skills and	Explore the work of	Key Skills and
	paint brush? And	WOIK	Key Skills and	Knowledge:	a range of artists,	Knowledge:
	What size should we select?	Key Skills and	Knowledge:	Kilowieuge.	craft makers and	
	selecté	Knowledge:	Look and talk	Look and talk		Enjoy using graphic
		Kilowieuge.	about what they	about what they	designers, describing the	tools, fingers, hands,
	Key Skills and	To give verbal /	have produced,	have produced,	differences and	chalk, pens and
	Knowledge:	physical indication	name simple	name simple	similarities between	pencils with some
	Kilowieuge.	of what they see in	techniques and	techniques and	different practices	control. Use and
	Enjoy using graphic	the art work.	media used with	media used with	and	begin to control a
	tools, fingers,	Start to produce	prompts. To	prompts. Enjoy	disciplines. Making	range of media.
	hands, chalk, pens	different patterns	demonstrate	using graphic tools,	links to their own	Produce lines of
	and pencils.	and textures from	understanding of	fingers, hands,	work.	different.
	Experiment using a	observations,	the artist by	chalk, pens and	Will look at and talk	To give verbal /
	range of media.	imagination and	creating art work	pencils. Experiment	about	physical indication of
	Draw on different	illustrations.	inspired by the	using a range of	own work and that	what they see in the
	surfaces and	To demonstrate	artworks looked at	media. Draw on	of	art work. Can recall
	coloured paper. To	understanding of	as directed by	different surfaces	other artists and the	

Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

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	purposely select colours. Look and talk about what they have produced, name simple techniques and media used with prompts.	the artist by creating art work inspired by the artworks looked at as directed by teacher/ supported by TA where necessary.	teacher/ supported by TA where necessary.	and coloured paper. To purposely select colours.	techniques they use.	2/3 facts about an artist's work			
Links to Gatsby Benchmarks:	4. Linking curriculum learning to careers How to hold a paintbrush correctly, what careers use paint? Why do you need to paint neatly?	4.Linking curriculum learning to careers. Ceramics Pottery industry. How archaeologists use these arts works to find facts about the past.	4.Linking curriculum learning to careers. Careers in design, artist, product design and packaging.	4.Linking curriculum learning to careers Careers in design, artist, product design and packaging.	4. Linking curriculum learning to careers Careers in mural art, painting and decorating. 3. Addressing the needs of each pupil – further developing understanding of mathematical shapes	4. Linking curriculum learning to careers. Careers in art history and sculpture. Understanding the process of making and exploring materials.			