

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

## Class - Quest 2 Curriculum - Art/Lessons weekly

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

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|                                    |   |   |  |   |  |   |
|------------------------------------|---|---|--|---|--|---|
|                                    | 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  |
| <b>Links to Gatsby Benchmarks:</b> | 4. Linking curriculum learning to careers<br>How to hold a paintbrush correctly, what careers use paint? Why do you need to paint neatly? | 4. Linking curriculum learning to careers.<br>Ceramics<br>Pottery industry. How archaeologists use these arts works to find facts about the past. | 4. Linking curriculum learning to careers.<br>Careers in design, artist, product design and packaging. | 4. Linking curriculum learning to careers<br>Careers in design, artist, product design and packaging. | 4. Linking curriculum learning to careers<br>Careers in mural art, painting and decorating.<br><br>3. Addressing the needs of each pupil – further developing understanding of mathematical shapes | 4. Linking curriculum learning to careers.<br>Careers in art history and sculpture.<br>Understanding the process of making and exploring materials. |