

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

## Class 3D - Discovery Curriculum - ART/ 2 Lesson weekly

Year	2024 - 2025 Autumn 1 Unit 1	2024 - 2025 Autumn 2 Unit 2	2024 - 2025 Spring 1 Unit 3	2024 - 2025 Spring 2 Unit 4	2024 - 2025 Summer 1 Unit 5	2024 - 2025 Summer 2 Unit 6
1	<p><b>Topic:</b> Base line testing Mark making project week 1- 3</p> <p><b>Suggested Key Questions:</b> How can students explore different ways of drawing lines when joining one point to another? Can they create patterns using repetition? Can students experiment painting with a Paintbrush?</p> <p><b>Colour creations 3 - 6</b></p> <p><b>Suggested Key Questions:</b> What are your favourite colour?</p>	<p><b>Topic:</b> Portrait</p> <p><b>Suggested Key Questions:</b> Can students investigate famous self-portraits? Can they use collage to create a self-portrait? What marks can they make with different grades of pencil? Can students investigate different paints? Can they create your own self-portrait? Can they create your own self-portrait from clay?</p> <p><b>Key Skills and Knowledge:</b> To give verbal / physical indication</p>	<p><b>Topic:</b> Travel and transport (making hot air balloon)</p> <p><b>Suggested Key Questions:</b> How have boats been explored in art? What do you think of the art work and how does it make you feel? Can students use a variety of media to create a piece of artwork relating to boats? What colours and patterns are used on hot air balloons? Can students create a papier mâché hot air balloon? What colours and patterns will use to decorate your hot air balloon?</p>	<p><b>Topic:</b> Animal Art</p> <p><b>Suggested Key Questions:</b> Can students identify features of an animal? Can they discuss the shapes, colours and patterns found on British animals? Can they use their observations to draw a British animal? Can they identify and describe the colours, features and patterns of a variety of African animals? Can students use scissors accurately and safely to manipulate paper? Can they recreate animal patterns and outlines using paint and paper?</p>	<p><b>Topic:</b> Paper Art</p> <p><b>Suggested Key Questions:</b> What different types of paper can be used to create works of art? What is a collage? Can students use paper to create a collage? What is tissue paper? What are stained glass windows? Can students re-create their own version of a stained glass window using tissue paper? Can they evaluate their finished work and say how they feel about it? Can they use paper to create beads? Can students use paper to make a sculpture?</p>	<p><b>Topic:</b> <u>African Art</u></p> <p><b>Suggested Key Questions:</b> Where is Africa? What is Africa’s landscape like? What colours, shapes and patterns found in different African landscapes? What patterns and colours can be seen in the fabric African people wear? Who are the Massai Warriors? What jewellery do the Maasai people wear? What are African masks like and why are they importance to African tribes? Can students describe the colours and blends in African sunset images? Can students use paint to create a layered background?</p>

	<p>Do you know what are the Primary colours? Can you mix primary colours to create secondary colours. Can you create light and dark shades?</p> <p><b><u>Key Skills and Knowledge:</u></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. Look and talk about what they have produced, name simple techniques and media used with prompts.</p>	<p>of what they see in the art work. Start to produce different patterns and textures from observations, imagination and illustrations. To demonstrate understanding of the artist by creating art work inspired by the artworks looked at as directed by teacher/ supported by TA where necessary.</p>	<p><b><u>Key Skills and Knowledge:</u></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 teacher/ supported by TA where necessary.</p>	<p>What do students think of aboriginal artwork? What animals appear commonly appear in aboriginal art? Can students create their own aboriginal animal dot art work?</p> <p><b><u>Key Skills and Knowledge:</u></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 and coloured paper. To purposely select colours.</p>	<p><b><u>Key Skills and Knowledge:</u></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 techniques they use.</p>	<p>Can students make a black silhouette?</p> <p><b><u>Key Skills and Knowledge:</u></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 2/3 facts about an artist's work</p>
<p>Links to Gatsby Benchmarks:</p>	<p>4. Linking curriculum learning to careers How to hold a paintbrush correctly, what careers use paint? Why do you need to paint neatly?</p>	<p>4. Linking curriculum learning to careers. How to hold a paintbrush correctly, what careers use paint? Why do you need to paint neatly?</p>	<p>4. Linking curriculum learning to careers. Careers in design, artist, product design and packaging.</p>	<p>4. Linking curriculum learning to careers Careers in mural art, painting and decorating.</p>	<p>4. Linking curriculum learning to careers. Careers in art history and sculpture. Understanding the process of making and exploring materials.</p>	<p>4. Linking curriculum learning to careers. Careers in art history and design. Art therapy – how people use are for their own mental health and wellbeing.</p>