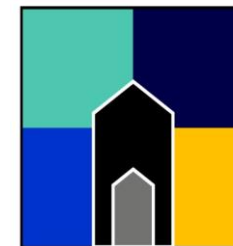




An Daras
Multi Academy Trust



An Daras Multi Academy Trust St Stephens Community Academy

Integrated Curriculum Scheme of Learning - 2016	
Domain of Learning:	Creative
National Curriculum Subjects:	Art
Domain Leader:	Kari Gilbert
Agreed and Approved:	September 2016
Leader In Year Review Dates:	Kari Gilbert
Related Documents and Guidance:	National Curriculum 14 SSCA Art Policy 14/15 SSCA Art Curriculum Statement 15 Scottish Borders Scheme (skills coverage).

St Stephens Community Academy
Art Scheme of Learning – 2016

**Curriculum
Statement**

At St Stephens Community Academy we believe that art is an important part of the curriculum. We believe art learning stimulates creativity and imagination whilst giving the child unique opportunities to develop intellectually, emotionally, physically and socially. Art is taught and incorporated through our class topics.

Below you will find an overview of what your child will be expected to learn in each of the Key Stages.

In **Key Stage 1** the children will learn and practise different creative skills. The children will have a chance to experiment with different materials and medias and will be introduced to colour mixing, manipulating different materials, sculpturing and how to design and make a final piece. They will be taught how to correctly use and identify colour, pattern, texture, line, shape, form and space. Children will also use a range of technology including ICT to produce images. Children will have the opportunity to look at a range of artists and designers and will produce work in the style of these artists. Children's work will be displayed in their topic books and around the classroom walls.

In **Key Stage 2** the children will develop and learn the skills that have been taught in Key Stage 1. The skills taught will be built upon, giving children the opportunity to look at specific drawing, painting and sculpture techniques. They will experience using a wider range of materials and will continue to use the local environment / world around them, as a basis for art. They will record their observations and ideas and use them to review and evaluate improvements. The children will learn about artists and designers of the past and use their work to design their own.

Progression and Assessment : Children in KS1/KS2 will display their work in an art/ topic/ sketch book, alongside pictures and photographic evidence of them working individually, in pairs and as part of a group. Evidence of progression and the assessment of quality will be completed by all staff, pupils and subject leaders, by looking at a range of the children's work, from across the curriculum. Objectives and guidance from the National Curriculum will be used. Each term and at the end of the year, an 'art award' is given to the child in KS1 and KS2 who have achieved excellence in the subject. An annual report will detail for parents, their child's achievement against an age related standard. Art progression will also be monitored with reference to vulnerable groups of children, children with special educational needs, and those who are higher achieving pupils.



Art & Design - Curriculum Scheme of Learning

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
1– Unit Title		Celebrations (Science : Light and Dark)	Near and Far (Science : Seasonal Changes)		Myself and Other Animals (Science : Animals, including Humans)	
Nat Curriculum 14		P176-177	P176-177		P176-177	
Academy Aims Link		Ensure achievement gaps for disadvantaged children are addressed; create an enjoyable and creative curriculum; provide an inclusive curricular provision.	Ensure achievement gaps for disadvantaged children are addressed; create an enjoyable and creative curriculum; provide an inclusive curricular provision.		Ensure achievement gaps for disadvantaged children are addressed; create an enjoyable and creative curriculum; provide an inclusive curricular provision.	
Scheme Reference		<ul style="list-style-type: none"> National Curriculum Links to Class Topics each half term 	<ul style="list-style-type: none"> National Curriculum Links to Class Topics each half term 		<ul style="list-style-type: none"> National Curriculum Links to Class Topics each half term 	
Key Knowledge		<u>Design, make, create and improvise :</u> 1.Know about artists, crafts practitioners and designers. 2.Draw, paint and experience other 2D art forms. OR 3.Sculpt, and experience other 3D art forms. OR 4.Use digital technology. 5.Use colour, pattern, texture, line, shape, form and space. 6.Analyse and evaluate, using the language of art and design. 7.Use a range of media.	<u>Design, make, create and improvise :</u> 1.Know about artists, crafts practitioners and designers. 2.Draw, paint and experience other 2D art forms. OR 3.Sculpt, and experience other 3D art forms. OR 4.Use digital technology. 5.Use colour, pattern, texture, line, shape, form and space. 6.Analyse and evaluate, using the language of art and design. 7.Use a range of media.		<u>Design, make, create and improvise :</u> 1.Know about artists, crafts practitioners and designers. 2.Draw, paint and experience other 2D art forms. OR 3.Sculpt, and experience other 3D art forms. OR 4.Use digital technology. 5.Use colour, pattern, texture, line, shape, form and space. 6.Analyse and evaluate, using the language of art and design. 7.Use a range of media.	

Key Skills and Understanding		<p><u>Design, make, create and improvise :</u> 1. Imitate and use in own context, ideas / techniques, used by specific artists.</p> <p>2. Develop skills of observation in 2D, by looking at colour, pattern, texture, line, shape, form and space. OR 3. Develop skills of observation in 3D, by looking at colour, pattern, texture, line, shape, form and space. OR 4. Develop skills in the use of a range of digital technology eg photographs and drawing programmes.</p> <p>5. Observation, recreation and transformation of colour, pattern, texture, line, shape, form and space.</p> <p>6. Observation, comparison and interpretation, giving opinions and using taught key vocab.</p> <p>7. Experiment with a variety of tools, materials and techniques.</p>	<p><u>Design, make, create and improvise :</u> 1. Imitate and use in own context, ideas / techniques, used by specific artists.</p> <p>2. Develop skills of observation in 2D, by looking at colour, pattern, texture, line, shape, form and space. OR 3. Develop skills of observation in 3D, by looking at colour, pattern, texture, line, shape, form and space. OR 4. Develop skills in the use of a range of digital technology eg photographs and drawing programmes.</p> <p>5. Observation, recreation and transformation of colour, pattern, texture, line, shape, form and space.</p> <p>6. Observation, comparison and interpretation, giving opinions and using taught key vocab.</p> <p>7. Experiment with a variety of tools, materials and techniques.</p>		<p><u>Design, make, create and improvise :</u> 1. Imitate and use in own context, ideas / techniques, used by specific artists.</p> <p>2. Develop skills of observation in 2D, by looking at colour, pattern, texture, line, shape, form and space. OR 3. Develop skills of observation in 3D, by looking at colour, pattern, texture, line, shape, form and space. OR 4. Develop skills in the use of a range of digital technology eg photographs and drawing programmes.</p> <p>5. Observation, recreation and transformation of colour, pattern, texture, line, shape, form and space.</p> <p>6. Observation, comparison and interpretation, giving opinions and using taught key vocab.</p> <p>7. Experiment with a variety of tools, materials and techniques.</p>	
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<p>Ideas for possible cross curricular links:</p>		<p>Celebrations : Christmas; festivals around the world. <u>Light & Dark</u> : Sun, shadows, shade; electrical light; firelight; animals; diagrams for explanation texts.</p>	<p><u>Near & Far</u> : Perspective – object size; treasure maps. <u>Seasonal Changes</u> : Leaves, trees & flowers; seasonal colour.</p>		<p><u>Myself & other animals</u> : Hair, fur & feathers; thumb prints; body shapes. <u>Animals including Humans</u> : Story illustrations; body systems; mythical creatures.</p>	
<p>Ideas for 2 & 3D skills, techniques & outcomes:</p>	<p>DRAWING Use a range of tools – pencils, graphite, black felt pen, white chalk, coloured chalks. Create line patterns. Make observational drawings of objects. Create fantasy drawings. Develop mark making through experiment and discovery.</p>	<p>PAINTING Use primary colours only and mix a variety of oranges, greens & purples in paint. Use the mixed colours in painted and blown pictures, incorporating wax crayons. Develop control of paint with brushes and blowing.</p>	<p>COLLAGE Carefully cut and tear shapes from paper. Glue shapes onto a drawn background. Appreciate torn edges. Use shapes to create a picture. Use primary coloured tissue to create secondary colours in a picture.</p>	<p>PRINTING Print with found objects. Create pictures from primary colours. Make simple block and repeated patterns, using tones of secondary colour.</p>	<p>3D Combine clay with a painting. Create a clay tile. Make a picture with impressed shapes. Make a papier mache object and decorate with a print or collage pattern. Draw objects and make mini-models using salt dough.</p>	<p>FABRIC Weave with different paper textures. Sew a simple bag and create a design on it. Make wrap weaving with cold or warm colours. Make a fabric collage picture, including fraying fabric.</p>
<p>Assessment Pathway (How and what)</p>		<p>Knowledge-Elicitation tasks; AFL within lessons; previous teacher knowledge of class. Skills-Teacher AFL; assessment against topic unit and session outcomes; events eg shows / performances; HAP/SEN register. Understanding— Application of skills & knowledge within sessions across the curriculum. Standards-Class & school standards assessed by class adults, pupils and subject leaders, against the NC.</p>	<p>Knowledge-Elicitation tasks; AFL within lessons; previous teacher knowledge of class. Skills-Teacher AFL; assessment against topic unit and session outcomes; events eg shows / performances; HAP/SEN register. Understanding— Application of skills & knowledge within sessions across the curriculum. Standards-Class & school standards assessed by class adults, pupils and subject leaders, against the NC.</p>		<p>Knowledge-Elicitation tasks; AFL within lessons; previous teacher knowledge of class. Skills-Teacher AFL; assessment against topic unit and session outcomes; events eg shows / performances; HAP/SEN register. Understanding— Application of skills & knowledge within sessions across the curriculum. Standards-Class & school standards assessed by class adults, pupils and subject leaders, against the NC.</p>	

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
2– Unit Title	Can we Fix it? (Science : Uses of everyday materials.)		Carnival of the Animals (Science : Living things and their habitats.)			Journeys / All aboard (Science : Forces.)
Nat Curriculum 14	P176-177		P176-177			P176-177
Academy Aims Link	Ensure achievement gaps for disadvantaged children are addressed; create an enjoyable and creative curriculum; provide an inclusive curricular provision.		Ensure achievement gaps for disadvantaged children are addressed; create an enjoyable and creative curriculum; provide an inclusive curricular provision.			Ensure achievement gaps for disadvantaged children are addressed; create an enjoyable and creative curriculum; provide an inclusive curricular provision.
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Key Knowledge	<p><u>Design, make, create and improvise :</u> 1.Know about artists, crafts practitioners and designers.</p> <p>2.Draw, paint and experience other 2D art forms. OR 3.Sculpt, and experience other 3D art forms. OR 4.Use digital technology.</p> <p>5.Use colour, pattern, texture, line, shape, form and space.</p> <p>6.Analyse and evaluate, using the language of art and design.</p> <p>7.Use a range of media.</p>		<p><u>Design, make, create and improvise :</u> 1.Know about artists, crafts practitioners and designers.</p> <p>2.Draw, paint and experience other 2D art forms. OR 3.Sculpt, and experience other 3D art forms. OR 4.Use digital technology.</p> <p>5.Use colour, pattern, texture, line, shape, form and space.</p> <p>6.Analyse and evaluate, using the language of art and design.</p> <p>7.Use a range of media.</p>			<p><u>Design, make, create and improvise :</u> 1.Know about artists, crafts practitioners and designers.</p> <p>2.Draw, paint and experience other 2D art forms. OR 3.Sculpt, and experience other 3D art forms. OR 4.Use digital technology.</p> <p>5.Use colour, pattern, texture, line, shape, form and space.</p> <p>6.Analyse and evaluate, using the language of art and design.</p> <p>7.Use a range of media.</p>
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<p>Ideas for possible cross curricular links:</p>	<p>Can we Fix it? : Engines; Lego and other construction; natural structures.</p> <p><u>Uses of everyday materials</u> : Textures; natural & man-made.</p>		<p>Carnival of the Animals : Body shapes; mythical creatures; habitats; robots.</p> <p><u>Living things and their habitats</u> : Environments; non-living; Human habitats; story illustrations.</p>			<p>Journeys / All aboard : Lines; tracks; symmetrical shapes; wind & water.</p> <p><u>Forces</u> : Light & heavy shading; motion; diagrams for explanations.</p>
<p>Ideas for 2 & 3D skills, techniques & outcomes:</p>	<p>DRAWING Use a range of tools – pencils, graphite, black felt pen, white chalk, coloured chalks and soft pastels. Understand how to create a variety of textures. Develop knowledge of landscape by using line and texture to draw from life and photographs.</p>	<p>PAINTING Mix orange, green, and purple; also shades of grey, blue and green (secondary colour wheel). Control paint by using small brushes delicately, by using a spatula or by blowing to create texture.</p>	<p>COLLAGE Use fabric appropriately in the design of a picture. Combine different media to create an appropriately scaled collage. Show an ability to select and control materials. Show emotion through use of colour.</p>	<p>PRINTING Make block, transfer and press print designs, evenly printed in a controlled manner. Use colour in interesting and varied ways, experimenting with different coloured papers to print on. Learn marbling technique and use in a product eg bookmaking.</p>	<p>3D Create textured clay tiles. Learn coil pot technique. Draw shape outlines onto a pot. Make distinct patterns with impressed shapes. Make papier mache relief pictures. Select appropriate colours.</p>	<p>FABRIC Choose a variety of appropriate materials to create a class landscape picture. Weave with control on a board. Develop a fabric collage. Make a wax crayon batik picture. Create mood through a choice of colours. Learn the technique of tie-dye through winding thread / string around cloth, and dying with 2 primary colours to create 3 colours.</p>
<p>Assessment Pathway (How and what)</p>	<p>Knowledge-Elicitation tasks; AFL within lessons; previous teacher knowledge of class. Skills-Teacher AFL; assessment against topic unit and session outcomes; events eg shows / performances; HAP/SEN register. Understanding— Application of skills & knowledge within sessions across the curriculum. Standards-Class & school standards assessed by class adults, pupils and subject leaders, against the NC.</p>		<p>Knowledge-Elicitation tasks; AFL within lessons; previous teacher knowledge of class. Skills-Teacher AFL; assessment against topic unit and session outcomes; events eg shows / performances; HAP/SEN register. Understanding— Application of skills & knowledge within sessions across the curriculum. Standards-Class & school standards assessed by class adults, pupils and subject leaders, against the NC.</p>			<p>Knowledge-Elicitation tasks; AFL within lessons; previous teacher knowledge of class. Skills-Teacher AFL; assessment against topic unit and session outcomes; events eg shows / performances; HAP/SEN register. Understanding— Application of skills & knowledge within sessions across the curriculum. Standards-Class & school standards assessed by class adults, pupils and subject leaders, against the NC.</p>

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Todo Sobre España		Fire to Forts		Egyptian beliefs and rituals	
3– Unit Title	(Science : Rocks)		(Science : Plants)			(Science : Light)
Nat Curriculum 14	P176-177		P176-177			P176-177
Academy Aims Link	Ensure achievement gaps for disadvantaged children are addressed; create an enjoyable and creative curriculum; provide an inclusive curricular provision.		Ensure achievement gaps for disadvantaged children are addressed; create an enjoyable and creative curriculum; provide an inclusive curricular provision.			Ensure achievement gaps for disadvantaged children are addressed; create an enjoyable and creative curriculum; provide an inclusive curricular provision.
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Key Knowledge	<u>Design, make, create and improvise :</u> 1.Know about artists, crafts practitioners and designers. 2.Draw, paint and explore other 2D art forms. OR 3.Sculpt, and explore other 3D art forms. OR 4.Use digital technology. 5.Use colour, pattern, texture, line, shape, form and space. 6.Analyse and evaluate, using the language of art and design. 7.Use a range of media. 8.Use a sketch book.		<u>Design, make, create and improvise :</u> 1.Know about artists, crafts practitioners and designers. 2.Draw, paint and explore other 2D art forms. OR 3.Sculpt, and explore other 3D art forms. OR 4.Use digital technology. 5.Use colour, pattern, texture, line, shape, form and space. 6.Analyse and evaluate, using the language of art and design. 7.Use a range of media. 8.Use a sketch book.			<u>Design, make, create and improvise :</u> 1.Know about artists, crafts practitioners and designers. 2.Draw, paint and explore other 2D art forms. OR 3.Sculpt, and explore other 3D art forms. OR 4.Use digital technology. 5.Use colour, pattern, texture, line, shape, form and space. 6.Analyse and evaluate, using the language of art and design. 7.Use a range of media. 8.Use a sketch book.

Key Skills and Understanding	<p><u>Design, make, create and improve :</u> 1.Imitate and adapt ideas / techniques used by specific artists, for own purposes.</p> <p>2.Develop the ability to create differences in colour, pattern, texture, line, shape, form and space, when working in 2D. OR 3.Develop the ability to create differences in colour, pattern, texture, line, shape, form and space, when working in 3D. OR 4.Develop skills in the use of a greater range of (digital) technology.</p> <p>5.Develop use of colour, pattern, texture, line, shape, form and space to create specific effects.</p> <p>6.Develop use of language, analytical and evaluative skills, in order to improve own work.</p> <p>7.Use a variety of tools, materials and techniques, to experiment with a sense of purpose and with regard to a particular outcome.</p> <p>8.Collecting abstract ideas, thoughts, patterns, as well as images that may be useful in future work.</p>		<p><u>Design, make, create and improve :</u> 1.Imitate and adapt ideas / techniques used by specific artists, for own purposes.</p> <p>2.Develop the ability to create differences in colour, pattern, texture, line, shape, form and space, when working in 2D. OR 3.Develop the ability to create differences in colour, pattern, texture, line, shape, form and space, when working in 3D. OR 4.Develop skills in the use of a greater range of (digital) technology.</p> <p>5.Develop use of colour, pattern, texture, line, shape, form and space to create specific effects.</p> <p>6.Develop use of language, analytical and evaluative skills, in order to improve own work.</p> <p>7.Use a variety of tools, materials and techniques, to experiment with a sense of purpose and with regard to a particular outcome.</p> <p>8.Collecting abstract ideas, thoughts, patterns, as well as images that may be useful in future work.</p>			<p><u>Design, make, create and improve :</u> 1.Imitate and adapt ideas / techniques used by specific artists, for own purposes.</p> <p>2.Develop the ability to create differences in colour, pattern, texture, line, shape, form and space, when working in 2D. OR 3.Develop the ability to create differences in colour, pattern, texture, line, shape, form and space, when working in 3D. OR 4.Develop skills in the use of a greater range of (digital) technology.</p> <p>5.Develop use of colour, pattern, texture, line, shape, form and space to create specific effects.</p> <p>6.Develop use of language, analytical and evaluative skills, in order to improve own work.</p> <p>7.Use a variety of tools, materials and techniques, to experiment with a sense of purpose and with regard to a particular outcome.</p> <p>8.Collecting abstract ideas, thoughts, patterns, as well as images that may be useful in future work.</p>
Ideas for possible cross curricular links:	<p><u>Todo Sobre España :</u> Spanish artists and artwork; Spanish</p>		<p><u>Fire to Forts :</u> Firelight; fort shapes; flags & emblems. <u>Plants :</u> Leaf shape, colour,</p>			<p><u>Egyptian beliefs and rituals :</u> Egyptian art past & present; story illustration.</p>

<p>Ideas for 2 & 3D skills, techniques & outcomes:</p> <p>ICT Animation : make a flick book / animated models / pin hole camera. Photocopy art : transfers / acetate / collage / - onto different materials, eg paper, fabric etc.</p>	<p>landscapes; colour in Spanish festivals. <u>Rocks</u> : Rock textures, colours formations, geological layers; scale; water & rock.</p> <p>DRAWING Create line, pattern & tone with pencil & chalk / charcoal. Use these skills to draw from observation, in small & large scale. Create an abstract design based on own observational drawings. Draw from imagination.</p>	<p>PAINTING Mix & use a range of secondary colour tones. Use primary colours and mix a range of tints. Understand that a tint is adding white & shade is adding black. Mix a range of skin colours. Develop use of shades & tints to colour or decorate drawings & create paintings – imaginary, silhouette & observed.</p>	<p>texture; barks; diagrams for explanations; plant Vs animal; food plants; large scale crops Vs natural variety.</p> <p>PRINTING Make and use a stencil in a controlled manner, building a picture in stages or layers. Understand the potential of adding other elements to print. Allow colours to mix on a page. Make a printed linear design, and a press print.</p>	<p>COLLAGE Appreciate the importance of outline in silhouettes. Handle materials – tear & cut shapes with reasonable accuracy. Choose appropriate textures for subject matter. Give an idea of shape and distance. Mix translucent materials to gain colour mixes.</p>	<p>3D Create real-life and giant-sized objects from previous observational drawings, using clays, papier mache, cardboard and paper. Use tools appropriately. Decorate using impressions printed on a surface, and paint realistically, using correct colours.</p>	<p><u>Light</u> : Natural Vs man-made light; shadow and shade; shading.</p> <p>FABRIC Weave & understand warp & weft technique. Select colours and textures appropriately. Select interesting textured and coloured fabrics to create pictures. Identify cool / warm backgrounds. Use observational drawings to design fabric pictures. Understand the batik process with paste resist. Control the use of dyes when painting fabric.</p>
<p>Assessment Pathway (How and what)</p>	<p>Knowledge-Elicitation tasks; AFL within lessons; previous teacher knowledge of class. Skills-Teacher AFL; assessment against topic unit and session outcomes; events eg shows / performances; HAP/SEN register; use of sketch books. Understanding— Application of skills & knowledge within sessions across the curriculum. Standards-Class & school standards assessed by class adults, pupils and subject leaders, against the NC.</p>		<p>Knowledge-Elicitation tasks; AFL within lessons; previous teacher knowledge of class. Skills-Teacher AFL; assessment against topic unit and session outcomes; events eg shows / performances; HAP/SEN register; use of sketch books. Understanding— Application of skills & knowledge within sessions across the curriculum. Standards-Class & school standards assessed by class adults, pupils and subject leaders, against the NC.</p>			<p>Knowledge-Elicitation tasks; AFL within lessons; previous teacher knowledge of class. Skills-Teacher AFL; assessment against topic unit and session outcomes; events eg shows / performances; HAP/SEN register; use of sketch books. Understanding— Application of skills & knowledge within sessions across the curriculum. Standards-Class & school standards assessed by class adults, pupils and subject leaders, against the NC.</p>

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
4– Unit Title	It's All Greek (Science : States of matter)		Eco Warriors (Science : Living things & their habitats; Animals including Humans.)		Who were the Romans? (Science : Sound; Electricity.)	
Nat Curriculum 14	P176-177	P176-177	P176-177	P176-177	P176-177	P176-177
Academy Aims Link	Ensure achievement gaps for disadvantaged children are addressed; create an enjoyable and creative curriculum; provide an inclusive curricular provision.	Ensure achievement gaps for disadvantaged children are addressed; create an enjoyable and creative curriculum; provide an inclusive curricular provision.	Ensure achievement gaps for disadvantaged children are addressed; create an enjoyable and creative curriculum; provide an inclusive curricular provision.	Ensure achievement gaps for disadvantaged children are addressed; create an enjoyable and creative curriculum; provide an inclusive curricular provision.	Ensure achievement gaps for disadvantaged children are addressed; create an enjoyable and creative curriculum; provide an inclusive curricular provision.	Ensure achievement gaps for disadvantaged children are addressed; create an enjoyable and creative curriculum; provide an inclusive curricular provision.
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Key Knowledge		<u>Design, make, create and improvise :</u> 1.Know about artists, crafts practitioners and designers. 2.Draw, paint and explore other 2D art forms. OR 3.Sculpt, and explore other 3D art forms. OR 4.Use digital technology. 5.Use colour, pattern, texture, line, shape, form and space. 6.Analyse and evaluate, using the language of art and design. 7.Use a range of media. 8.Use a sketch book.		<u>Design, make, create and improvise :</u> 1.Know about artists, crafts practitioners and designers. 2.Draw, paint and explore other 2D art forms. OR 3.Sculpt, and explore other 3D art forms. OR 4.Use digital technology. 5.Use colour, pattern, texture, line, shape, form and space. 6.Analyse and evaluate, using the language of art and design. 7.Use a range of media. 8.Use a sketch book.	<u>Design, make, create and improvise :</u> 1.Know about artists, crafts practitioners and designers. 2.Draw, paint and explore other 2D art forms. OR 3.Sculpt, and explore other 3D art forms. OR 4.Use digital technology. 5.Use colour, pattern, texture, line, shape, form and space. 6.Analyse and evaluate, using the language of art and design. 7.Use a range of media. 8.Use a sketch book.	
Key Skills and Understanding		<u>Design, make, create and improvise :</u> 1.Imitate and adapt ideas / techniques used by specific artists, for own purposes.		<u>Design, make, create and improvise :</u> 1.Imitate and adapt ideas / techniques used by specific artists, for own purposes.	<u>Design, make, create and improvise :</u> 1.Imitate and adapt ideas / techniques used by specific artists, for own purposes.	

		<p>2.Develop the ability to create differences in colour, pattern, texture, line, shape, form and space, when working in 2D. OR</p> <p>3.Develop the ability to create differences in colour, pattern, texture, line, shape, form and space, when working in 3D. OR</p> <p>4.Develop skills in the use of a greater range of (digital) technology.</p> <p>5.Develop use of colour, pattern, texture, line, shape, form and space to create specific effects.</p> <p>6.Develop use of language, analytical and evaluative skills, in order to improve own work.</p> <p>7.Use a variety of tools, materials and techniques, to experiment with a sense of purpose and with regard to a particular outcome.</p> <p>8.Collecting abstract ideas, thoughts, patterns, as well as images that may be useful in future work.</p>		<p>2.Develop the ability to create differences in colour, pattern, texture, line, shape, form and space, when working in 2D. OR</p> <p>3.Develop the ability to create differences in colour, pattern, texture, line, shape, form and space, when working in 3D. OR</p> <p>4.Develop skills in the use of a greater range of (digital) technology.</p> <p>5.Develop use of colour, pattern, texture, line, shape, form and space to create specific effects.</p> <p>6.Develop use of language, analytical and evaluative skills, in order to improve own work.</p> <p>7.Use a variety of tools, materials and techniques, to experiment with a sense of purpose and with regard to a particular outcome.</p> <p>8.Collecting abstract ideas, thoughts, patterns, as well as images that may be useful in future work.</p>	<p>2.Develop the ability to create differences in colour, pattern, texture, line, shape, form and space, when working in 2D. OR</p> <p>3.Develop the ability to create differences in colour, pattern, texture, line, shape, form and space, when working in 3D. OR</p> <p>4.Develop skills in the use of a greater range of (digital) technology.</p> <p>5.Develop use of colour, pattern, texture, line, shape, form and space to create specific effects.</p> <p>6.Develop use of language, analytical and evaluative skills, in order to improve own work.</p> <p>7.Use a variety of tools, materials and techniques, to experiment with a sense of purpose and with regard to a particular outcome.</p> <p>8.Collecting abstract ideas, thoughts, patterns, as well as images that may be useful in future work.</p>	
Ideas for possible cross curricular links:		<p><u>It's All Greek</u> : Art, ancient & modern; statues; pot design; architecture; mathematical drawing; astronomy.</p> <p><u>States of matter</u> : Textures; representation of state transition eg melting; food.</p>		<p><u>Eco Warriors</u> : Oceans; endangered species; climate change; threatened environments; story illustrations.</p> <p><u>Animals including Humans</u>: Body shape; body processes; human activity; diagrams for explanations.</p>	<p><u>Who were the Romans?</u>: Mosaics & other ancient art forms; modern Italy; maps; structures & architecture; symmetry.</p> <p><u>Sound</u> : Waves; animals that use echolocation; high pitch, low pitch & timbre.</p>	

<p>Ideas for 2 & 3D skills, techniques & outcomes:</p> <p>ICT Photography playing with scale – miniature people placed in the environment. Use of digital microscope images in digital art.</p>	<p>DRAWING Use pencil, charcoal & chalk to create contrasting effects of line, texture and tone. Blend charcoal & chalk. Make observational drawings of an object to show shape & pattern. Develop a new drawing to design own version of object to meet a brief. Combine painted backgrounds with drawing in felt pen.</p>	<p>PAINTING Mix autumnal colours and create interesting textures (tertiary colour wheel). Use Scraffito technique. Mix tones of grey and use thin watery paint as a base atmosphere (watercolours). Use collage and paint to create objects and reflections. Create a design using warm or cold colours and curved or straight lines.</p>	<p>COLLAGE Create a variety of collages using a variety of techniques: Make symmetrical shapes by drawing and by cutting paper. Explore qualities of materials and use them effectively. Make small scale collages from observational drawings of an object. Use torn paper.</p>	<p>PRINTING Create transfer, block, offset and paper strip prints. Use observational and preliminary drawings as stimulation. Create repeat patterns, using 2 primary colours, & their secondary colour. Create stencils.</p>	<p>3D Make a clay object using pinch / thumb pot technique, blending attached pieces for strength. Create a richly textured clay relief tile from an observational drawing. Create a sculpture from and observational drawing, of part of the human body. Use cardboard materials to create an object.</p>	<p>FABRIC Create an image or object. Make a larger than life fabric collage from an observational colour study. Understand the difference between natural and expressive colour and make collages relating to both. Make and control wax battik technique, with colour, to create mood. Learn felt making techniques and create an image or object. Board weave, string warp, wool / cotton weft, an image based on a simplified painting.</p>
<p>Assessment Pathway (How and what)</p>		<p>Knowledge-Elicitation tasks; AFL within lessons; previous teacher knowledge of class. Skills-Teacher AFL; assessment against topic unit and session outcomes; events eg shows / performances; HAP/SEN register; use of sketch books. Understanding— Application of skills & knowledge within sessions across the curriculum. Standards-Class & school standards assessed by class adults, pupils and subject leaders, against the NC.</p>		<p>Knowledge-Elicitation tasks; AFL within lessons; previous teacher knowledge of class. Skills-Teacher AFL; assessment against topic unit and session outcomes; events eg shows / performances; HAP/SEN register; use of sketch books. Understanding— Application of skills & knowledge within sessions across the curriculum. Standards-Class & school standards assessed by class adults, pupils and subject leaders, against the NC.</p>	<p>Knowledge-Elicitation tasks; AFL within lessons; previous teacher knowledge of class. Skills-Teacher AFL; assessment against topic unit and session outcomes; events eg shows / performances; HAP/SEN register; use of sketch books. Understanding— Application of skills & knowledge within sessions across the curriculum. Standards-Class & school standards assessed by class adults, pupils and subject leaders, against the NC.</p>	

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Invaders		Where does Chocolate come from?		Who were the Mayans?	
5– Unit Title	(Science : Space)			(Science : Properties of & changes in materials.)	(Science : Living things & their habitats.)	
Nat Curriculum 14	P176-177			P176-177	P176-177	
Academy Aims Link	Ensure achievement gaps for disadvantaged children are addressed; create an enjoyable and creative curriculum; provide an inclusive curricular provision.			Ensure achievement gaps for disadvantaged children are addressed; create an enjoyable and creative curriculum; provide an inclusive curricular provision.	Ensure achievement gaps for disadvantaged children are addressed; create an enjoyable and creative curriculum; provide an inclusive curricular provision.	
Scheme Reference	<ul style="list-style-type: none"> National Curriculum Links to Class Topics each half term 			<ul style="list-style-type: none"> National Curriculum Links to Class Topics each half term 	<ul style="list-style-type: none"> National Curriculum Links to Class Topics each half term 	
Key Knowledge	<u>Design, make, create and improvise :</u> 1.Know about artists, crafts practitioners and designers. 2.Draw, paint and explore other 2D art forms. OR 3.Sculpt, and explore other 3D art forms. OR 4.Use digital technology. 5.Use colour, pattern, texture, line, shape, form and space. 6.Analyse and evaluate, using the language of art and design. 7.Use a range of media. 8.Use a sketch book.			<u>Design, make, create and improvise :</u> 1.Know about artists, crafts practitioners and designers. 2.Draw, paint and explore other 2D art forms. OR 3.Sculpt, and explore other 3D art forms. OR 4.Use digital technology. 5.Use colour, pattern, texture, line, shape, form and space. 6.Analyse and evaluate, using the language of art and design. 7.Use a range of media. 8.Use a sketch book.	<u>Design, make, create and improvise :</u> 1.Know about artists, crafts practitioners and designers. 2.Draw, paint and explore other 2D art forms. OR 3.Sculpt, and explore other 3D art forms. OR 4.Use digital technology. 5.Use colour, pattern, texture, line, shape, form and space. 6.Analyse and evaluate, using the language of art and design. 7.Use a range of media. 8.Use a sketch book.	
Key Skills and Understanding	<u>Design, make, create and improvise :</u> 1.Showing individual use of a range of artistic influences, in own work.			<u>Design, make, create and improvise :</u> 1.Showing individual use of a range of artistic influences, in own work.	<u>Design, make, create and improvise :</u> 1.Showing individual use of a range of artistic influences, in own work.	

	<p>2.Develop skilful use of differences in colour, pattern, texture, line, shape, form and space, when working in 2D. OR</p> <p>3.Develop skilful use of differences in colour, pattern, texture, line, shape, form and space, when working in 3D. OR</p> <p>4.Develop skills in the use of a greater range of (digital) technology.</p> <p>5.Develop use of colour, pattern, texture, line, shape, form and space to create specific effects.</p> <p>6.Develop use of language, analytical and evaluative skills, in order to expand own ideas and understanding of concepts.</p> <p>7.Use a variety of tools, materials and techniques to experiment with a sense of purpose, and with regard to a particular outcome.</p> <p>8.Begin to organise and group useful ideas with attention to detail.</p>			<p>2.Develop skilful use of differences in colour, pattern, texture, line, shape, form and space, when working in 2D. OR</p> <p>3.Develop skilful use of differences in colour, pattern, texture, line, shape, form and space, when working in 3D. OR</p> <p>4.Develop skills in the use of a greater range of (digital) technology.</p> <p>5.Develop use of colour, pattern, texture, line, shape, form and space to create specific effects.</p> <p>6.Develop use of language, analytical and evaluative skills, in order to expand own ideas and understanding of concepts.</p> <p>7.Use a variety of tools, materials and techniques to experiment with a sense of purpose, and with regard to a particular outcome.</p> <p>8.Begin to organise and group useful ideas with attention to detail.</p>	<p>2.Develop skilful use of differences in colour, pattern, texture, line, shape, form and space, when working in 2D. OR</p> <p>3.Develop skilful use of differences in colour, pattern, texture, line, shape, form and space, when working in 3D. OR</p> <p>4.Develop skills in the use of a greater range of (digital) technology.</p> <p>5.Develop use of colour, pattern, texture, line, shape, form and space to create specific effects.</p> <p>6.Develop use of language, analytical and evaluative skills, in order to expand own ideas and understanding of concepts.</p> <p>7.Use a variety of tools, materials and techniques to experiment with a sense of purpose, and with regard to a particular outcome.</p> <p>8.Begin to organise and group useful ideas with attention to detail.</p>	
Ideas for possible cross curricular links:	<p><u>Invaders</u> : Contrasts of two materials; Bayeux Tapestry; art of ancient invaders; invasive species.</p> <p><u>Space</u> : astronomy; space shapes; ocean space; personal space; thinking space.</p>			<p><u>Chocolate</u> : Ethnic art eg Aztecs; colour; states of matter & changes in state; fantasy chocolate; story illustration eg Charlie & the...; Quentin Blake; plant parts.</p> <p><u>Materials</u> : Textures;</p>	<p><u>Mayans</u> : Maps; ethnic art; architecture; mathematical drawing.</p> <p><u>Living things & their habitats</u> : Body shapes; diagrams for explanations; miniature environments; changing environments;</p>	

<p>Ideas for 2 & 3D skills, techniques & outcomes:</p> <p>ICT</p> <p>Animate using 2 & 3D images – plasticine models, small toys, drawings / paintings on different materials; also programmes.</p> <p>Create film using Movie Maker / iPads etc.</p>	<p>DRAWING</p> <p>Use a pencil to create a range of line, tone, texture and pattern on a squared sheet of paper (one in each square).</p> <p>Create a collage from pencil drawings.</p> <p>Use chalk on black, and charcoal on white paper, to create observational drawings.</p> <p>Use water soluble fine liner pens to make observational drawings and learn the wash technique.</p> <p>Design a label, for an item which is clear and eye-catching.</p> <p>Create a still-life in the style of a well-known artist.</p>	<p>PAINT</p> <p>Mix paints to match the colours in real objects.</p> <p>Make a realistic collage from paper painted with these colours.</p> <p>Use colours thickly and apply with a spatula in the style of a well-known artist.</p> <p>Design a class alphabet based on a theme, painting each letter smoothly and carefully.</p> <p>Design a carrier bag which reflects the name, colour and products of a given shop.</p>	<p>COLLAGE</p> <p>Create a mosaic picture of part of a face.</p> <p>Interpret a portrait painting in collage, using appropriate materials.</p> <p>Create a 3D symmetrical face showing feeling, from card.</p> <p>Create a portrait using appropriate materials to show character.</p>	<p>properties; mis-matching materials & function; natural Vs man-made.</p> <p>PRINTING</p> <p>Create mood with a transfer print, using line and colour.</p> <p>Create a press print from observational drawing, enhancing mood with line and colour.</p> <p>Create a mono-print from an observational line drawing.</p> <p>Use plastic to make an interesting print with various textures.</p> <p>Use the plastic print to create a distorted image.</p> <p>Create mono-prints on fabric with plastic sheets and screen printing ink.</p>	<p>non-living Vs dead.</p> <p>3D</p> <p>Select part of a sculpture / picture and reproduce a pencil drawing of it.</p> <p>Create a textured clay tile based on the drawing.</p> <p>Create a 3D clay sculpture from paintings / drawings.</p> <p>Create an abstract 3D papier mache image on paper, from paintings / drawings.</p> <p>Colour the papier mache model with tissue papers.</p> <p>Create sculptures – willow / wire / wood etc.</p>	<p>FABRIC</p> <p>Create a large group collage based on a painting, using tones of colour & texture with care.</p> <p>Create an image inspired by part of a painting, using wrap weaving and collage.</p> <p>Learn the cold or hot wax method and create an abstract batik design.</p> <p>Colour a batik image with no more than 3 dye colours, allowing some areas to overlap.</p> <p>Make a 3D object from batik design.</p>
<p>Assessment Pathway</p> <p>(How and what)</p>	<p>Knowledge-Elicitation tasks; AFL within lessons; previous teacher knowledge of class.</p> <p>Skills-Teacher AFL; assessment against topic unit and session outcomes; events eg shows / performances; HAP/SEN register; use of sketch books.</p> <p>Understanding—</p> <p>Application of skills & knowledge within sessions across the curriculum.</p> <p>Standards-Class & school standards assessed by class adults, pupils and subject leaders, against the NC.</p>			<p>Knowledge-Elicitation tasks; AFL within lessons; previous teacher knowledge of class.</p> <p>Skills-Teacher AFL; assessment against topic unit and session outcomes; events eg shows / performances; HAP/SEN register; use of sketch books.</p> <p>Understanding—</p> <p>Application of skills & knowledge within sessions across the curriculum.</p> <p>Standards-Class & school standards assessed by class adults, pupils and subject leaders, against the NC.</p>	<p>Knowledge-Elicitation tasks; AFL within lessons; previous teacher knowledge of class.</p> <p>Skills-Teacher AFL; assessment against topic unit and session outcomes; events eg shows / performances; HAP/SEN register; use of sketch books.</p> <p>Understanding—</p> <p>Application of skills & knowledge within sessions across the curriculum.</p> <p>Standards-Class & school standards assessed by class adults, pupils and subject leaders, against the NC.</p>	

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	<u>The World at War</u>		<u>Post War Britain</u>		<u>Earth Matters</u>	
6– Unit Title		(Science : Light.)		(Science : Living things & their habitats.)		(Science : Evolution & Inheritance.)
Nat Curriculum 14		P176-177		P176-177		P176-177
Academy Aims Link		Ensure achievement gaps for disadvantaged children are addressed; create an enjoyable and creative curriculum; provide an inclusive curricular provision.		Ensure achievement gaps for disadvantaged children are addressed; create an enjoyable and creative curriculum; provide an inclusive curricular provision.		Ensure achievement gaps for disadvantaged children are addressed; create an enjoyable and creative curriculum; provide an inclusive curricular provision.
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Key Skills and Understanding		<u>Design, make, create and improvise :</u> 1.Showing individual use of a range of artistic		<u>Design, make, create and improvise :</u> 1.Showing individual use of a range of artistic		<u>Design, make, create and improvise :</u> 1.Showing individual use of a range of artistic

		<p>influences, in own work.</p> <p>2.Develop skilful use of differences in colour, pattern, texture, line, shape, form and space, when working in 2D. OR 3.Develop skilful use of differences in colour, pattern, texture, line, shape, form and space, when working in 3D. OR 4.Develop skills in the use of a greater range of (digital) technology.</p> <p>5.Develop use of colour, pattern, texture, line, shape, form and space to create specific effects.</p> <p>6.Develop use of language, analytical and evaluative skills, in order to expand own ideas and understanding of concepts.</p> <p>7.Use a variety of tools, materials and techniques to experiment with a sense of purpose, and with regard to a particular outcome.</p> <p>8.Begin to organise and group useful ideas with attention to detail.</p>		<p>influences, in own work.</p> <p>2.Develop skilful use of differences in colour, pattern, texture, line, shape, form and space, when working in 2D. OR 3.Develop skilful use of differences in colour, pattern, texture, line, shape, form and space, when working in 3D. OR 4.Develop skills in the use of a greater range of (digital) technology.</p> <p>5.Develop use of colour, pattern, texture, line, shape, form and space to create specific effects.</p> <p>6.Develop use of language, analytical and evaluative skills, in order to expand own ideas and understanding of concepts.</p> <p>7.Use a variety of tools, materials and techniques to experiment with a sense of purpose, and with regard to a particular outcome.</p> <p>8.Begin to organise and group useful ideas with attention to detail.</p>		<p>influences, in own work.</p> <p>2.Develop skilful use of differences in colour, pattern, texture, line, shape, form and space, when working in 2D. OR 3.Develop skilful use of differences in colour, pattern, texture, line, shape, form and space, when working in 3D. OR 4.Develop skills in the use of a greater range of (digital) technology.</p> <p>5.Develop use of colour, pattern, texture, line, shape, form and space to create specific effects.</p> <p>6.Develop use of language, analytical and evaluative skills, in order to expand own ideas and understanding of concepts.</p> <p>7.Use a variety of tools, materials and techniques to experiment with a sense of purpose, and with regard to a particular outcome.</p> <p>8.Begin to organise and group useful ideas with attention to detail.</p>
Ideas for possible cross curricular links:		<p><u>The World at War</u> : Images of war; WW art; whole / broken; maps; conflict. <u>Light</u> : Natural Vs man-made; coloured light; kaleidoscopes; spinning tops; grades of shading;</p>		<p><u>Post War Britain</u> : Art & design post-war; psychedelia; modern art; conflict & resolution. <u>Living things & their habitats</u> : Story illustrations; environments</p>		<p><u>Earth Matters</u> : Diagrams for explanations; inside Earth; geology; human Vs natural. <u>Evolution & Inheritance</u> : Tree of Life; Darwin; change; similarity &</p>

<p>Ideas for 2 & 3D skills, techniques & outcomes:</p> <p>ICT Use digital photos of own hand made images, altered and manipulated in a programme. Collect and use own images.</p>	<p>DRAWING Observe and record human bodies through a range of experiences : Observe and record a hand, in line only, then in tone only, then in line and tone showing shape, form and texture. Complete half a black and white picture of a face, using charcoal and white chalk. Make quick figure drawings from observation, in fine and bold media. Make a portrait in chalks and charcoal, creating texture in the marks. Produce a distorted self-portrait. Create a collage and drawn portrait in the style of a well-known artist.</p>	<p>PAINTING Produce a portrait of a partner using tones of grey which emphasise the dark & light of the head. Use a spatula / spreader to apply paint. Mix paint to match the subtle colour of someone or something. Produce a painting that captures the colour, tone and texture of an object. Design and paint an object, creating humour in the design.</p>	<p>COLLAGE Use art straws / card to create a 3D picture based on a painting. Create a stained glass window effect picture, using overlapping tissue to create colours and outline in black pen. Use observational drawings of natural objects to create a wool / string collage showing texture and pattern. Combine mixtures of materials to create a collage based on a painting / drawing. Use the drawing of a group of objects to create shapes cut from tissue, and layered to create an abstract collage.</p>	<p>& change; body shapes; living Vs non-living; living Vs dead; abstract representations.</p> <p>PRINTING Create a transfer print combining sharp line and soft colour. Mix coloured chalks with black / white, to create tones & tints. Use these in drawing. Understand how to make an abstract design. Make a controlled repeat pattern, experimenting with different ways to join blocks. Make positive and negative mono-prints, based on a painting.</p>	<p>3D Design objects using paintings etc as inspiration. Form curved and straight-sided blocks out of clay. Blend shapes of clay carefully and effectively to make a larger object. Cut and model clay to the required shape and texture. Combine cardboard and papier mache to create a carefully made sculpture, creating mood through the colours used.</p>	<p>difference; roots; dead ends; extinct lines; evolution as an abstract; evolution of ...; next step ...</p> <p>FABRIC Use wrap and board weaving to represent reflections observed in drawing. Use batik technique to create a multi-layered image : Use wax resist on plain fabric, paint with dyes, re-wax and re-paint. Learn screen-printing technique and create a 2-layered print with cut newsprint block on screen. Create a soft sculpture, cutting and joining patterns and embellishing components.</p>
<p>Assessment Pathway (How and what)</p>		<p>Knowledge-Elicitation tasks; AFL within lessons; previous teacher knowledge of class. Skills-Teacher AFL; assessment against topic unit and session outcomes; events eg shows / performances; HAP/SEN register; use of sketch books. Understanding— Application of skills & knowledge within sessions across the curriculum. Standards-Class & school standards assessed by class</p>		<p>Knowledge-Elicitation tasks; AFL within lessons; previous teacher knowledge of class. Skills-Teacher AFL; assessment against topic unit and session outcomes; events eg shows / performances; HAP/SEN register; use of sketch books. Understanding— Application of skills & knowledge within sessions across the curriculum. Standards-Class & school standards assessed by class</p>		<p>Knowledge-Elicitation tasks; AFL within lessons; previous teacher knowledge of class. Skills-Teacher AFL; assessment against topic unit and session outcomes; events eg shows / performances; HAP/SEN register; use of sketch books. Understanding— Application of skills & knowledge within sessions across the curriculum. Standards-Class & school standards assessed by class</p>

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