The Vision for Art

At Ravensfield, we believe that art and design is a vital part of communication; it allows children to communicate what they see, feel and think. Art is a vital part of children's learning to enable them to express their creativity and imagination.

In each art lesson children are given the opportunity to experiment with their own designs and ideas. The formal elements such as; colour, tone/form, pattern, texture and line/shape, are developed and embedded as the children move through each key stage, to enable them to continue to become proficient in drawing, painting, 3D sculpture and other materials, design and craft techniques. Opportunities are provided to explore a wide range of other artists, craft makers and designers and the historical development and impact through time. We encourage children to evaluate and analyse their own and others work.

Our overall aim is that all children will be encouraged to use their skills to design and create their own independent work of art, craft and design. In order to do this the children will have access to a range of good quality resources that will support each topic.

Domains of knowledge & Key concepts:

Domains of Knowledge	Key concepts
Making Skills (Procedural Knowledge)	Drawing
	Painting & Mixed Media
	Design
	Craft
	Other materials (3D Sculpture, Printmaking, Digital)
	Formal elements - Colour, Tone/Form, Pattern & Texture, Line/Shape.
Generating Ideas (Conceptual)	Develop & share ideas.
	Experiences, Imagination.
	Sketchbooks
Knowledge (Factual)	Artists, Craftspeople, Designers
	Formal elements - Colour, Tone/Form, Pattern & Texture, Line/Shape.
Evaluation (Metacognition)	Evaluate and Analyse own & others work
	Identify similarities and differences
	Increasing understanding of art purpose & intention
	Make choices & decisions

End Points:

- 1. To become proficient and improve their mastery of art and design techniques such as; drawing, painting and other materials.
- 2. To produce creative work that explores their ideas, observations, experiences and imagination.
- 3. To learn about artists, craft makers and designers through history and understand the development of art forms.
- 4. To become proficient in knowing and applying formal elements.
- 5. Be able to evaluate and analyse their own and others work using artistic vocabulary.

Art and D and T LTP (2023-24)

<u>Year</u>	Autumn term		Spring Term		Summer Term	
_	Autumn 1 (6 lessons)	Autumn 2(6 lessons)	Spring 1(6 lessons)	Spring 2(6 lessons)	Summer 1(6 lessons)	Summer 2(6 lessons)
Year 1	Art Paul Klee – Drawing	D and T	Art William Nicholson – Still life Painting (Food).	D and T	Art James Bartholomew – Collage (Seascapes)	D and T
Year 2	Art Monet – Painting. Water colours (Waterlilies).	D and T	Art Andy Goldworthy – Textiles (Land art)	D and T	Art Barbra Hepworth - Sculpture	D and T
Year 3	Art George Seurat - Drawing and Painting (Poster paint).	D and T	Art Sculpture – Bernard Leach (Clay Pot) Red clay.	D and T	Art Henri Rousseau – Drawing and Collage Rainforest.	D and T

Year 4	Art	D and T	Art	D and T	Art	D and T
Teal 4	Elizabeth Scott – Architect	D dilu i	Roman busts - Henri Matisse – Roman	D and 1	JMW Turner – Painting watercolour	D and 1
	(Buildings) Drawing		sculptures		(The fighting Temeraire 1838)	
	(buildings) bruwing		Sculptures		(The lighting remeration: 1950)	
			/III			
	THE A		(GARCON)			
	10 100		20 -			
	MAAH O DA H		(a)		UK.	
			9			
			Salar Salar		©	
Year 5	Art	D and T	Art	D and T	Art	D and T
	Van Gogh – Drawing (Oil Pastels)		Chris Gilmour and Daryl Wakelam –		Steven Wiltshire – Manchester	
			Cardboard Sculptor.			
					Edition of the Public Park	
	William Control of the Control of th					
Year 6	Art	D and T	Art	D and T	Art	D and T
	Frida Kahloe – Drawing and		Andy Warhol – Printmaking (Pop art)		David Hockney - Digital art	
	Painting. Self Portraits.				(Pic collage of face).	
					(Fie condige of face).	
					The second secon	
			All the second second second		Mic Service	
			ि वर्ति के वर्ति के वर्ति के वर्ति			
			15 7 15 F		700	
					7.	
			(5 F 15 15 6 6 F			
	TASCHEN					

Art & Design Unit LTP overviews

<u>Year 1</u>						
Unit 1 - Drawing		Unit 2 - Painting		<u>Unit 3 - Sculpture</u>		
Artist – <mark>Paul Klee</mark>	Length: 6 Weeks	Artist – William Nicholson	Length: 6 Weeks	Artist – Barbra Hepworth	Length: 6 Weeks	
Lesson Structure:		Lesson Structure:		Lesson Structure:		
Lesson 1: Explore the artist (Look at their		Lesson 1: Explore the artist (Look at their	•	Lesson 1: Explore the artist (Look at		
Lesson 2: Practice any skill/s e.g. line, tor	ie, snape, etc.	Lesson 2: Practice any skill/s e.g. line, tor	ne, snape, etc.	Lesson 2: Practice any skill/s e.g. line	, tone, snape, etc.	
Lesson 3: Practice piece of artwork.		Lesson 3: Practice piece of artwork.		Lesson 3: Design piece of artwork.		
Lesson 4: Start your final piece. Lesson 5: Finish off your final piece.		Lesson 4: Start your final piece. Lesson 5: Finish off your final piece.		Lesson 4: Start your final piece. Lesson 5: Finish off your final piece.		
Lesson 6: Evaluation.		Lesson 6: Evaluation		Lesson 6: Evaluation		
Domains of Knowledge		Domains of knowledge		Domains of Knowledge		
1. Knowledge (Factual)		Knowledge (Factual)		1. Knowledge (Factual)		
Generating Ideas (Conceptual)		Generating Ideas (Conceptual)		Generating Ideas (Conceptual)	(اد	
Making Skills (Procedural Knowle	dge)	Making Skills (Procedural Knowle	adge)	Making Skills (Procedural Kn		
4. Evaluation (Metacognition)	uge)	4. Evaluation (Metacognition)	uge)		owicage)	
Key Concepts		Key Concepts		4. Evaluation (Metacognition) ey Concepts		
Drawing		Other materials		Other materials - Sculpture		
Design		Design		Design		
	Colour	Craft		Craft		
Formal Elements – Line, Tone, Shape,	Colour	Make choices & decisions		Make choices & decisions		
Artists, Craftspeople, Designers		Develop & share ideas.		Develop & share ideas.		
Evaluate and Analyse own & others w	vork	Experiences, Imagination.		Experiences, Imagination.		
Identify similarities and differences				Sketchbooks		
Increasing understanding of art purpo	ose & intention	Sketchbooks				
Make choices & decisions		Formal Elements – Form, Pattern, Sha	ape, Texture	Formal Elements – Form, Shape, Texture, Tone		
Develop & share ideas.		Artists, Craftspeople, Designers		Artists, Craftspeople, Designers		
Experiences, Imagination.		Evaluate and Analyse own & others v	vork	Evaluate and Analyse own & others work		
Sketchbooks		Identify similarities and differences	similarities and differences Identify similarities and differences		es	
		Increasing understanding of art purp	ose & intention	Increasing understanding of art purpose & intention		
Relevant End Points Covered		Relevant End Points Covered		Relevant End Points Covered		
-	ve their mastery of art and design	To become proficient and impro		1. To become proficient and improve their mastery of art and des		
techniques such as; drawing, pai	=	techniques such as; drawing, pa		techniques such as; drawing, painting and other materials.		
2. To produce creative work that ex	xplores their ideas, observations,	2. To produce creative work that e	xplores their ideas, observations,	-	nat explores their ideas, observations,	
experiences and imagination.		experiences and imagination.		experiences and imagination.		
-	ers and designers through history and	-	ers and designers through history and	3. To learn about artists, craft makers and designers through histor		
understand the development of		understand the development of		understand the developmen		
4. To become proficient in knowing		4. To become proficient in knowing		-	wing and applying formal elements.	
-	their own and others work using artistic	-	their own and others work using artistic		lyse their own and others work using artistic	
vocabulary.		vocabulary.		vocabulary.		
Assessments (measuring impact and trian	ngulation of learning)	Assessments (measuring impact and trial	ngulation of learning)	Assessments (measuring impact and	triangulation of learning)	
Practice of skills.		Practice of skills.		Practice of skills.		
Final piece.		Final piece.		Final piece.		
Subject lead		Subject lead		Subject lead		
Pupil voice		Pupil voice		Subject lead Pupil voice		
Book monitoring		Book monitoring		Book monitoring		
Teacher voice		Teacher voice		Teacher voice		
Learning walks		Learning walks		Learning walks		
Instructional coaching		Instructional coaching		Instructional coaching		
Enrichment Enrichment		Enrichment		Enrichment		
		I	1	1		

<u>Year 2</u>						
Unit 1 - Painting	<u>Unit 2 - Textiles</u>		<u>Unit 3 - Collage</u>			
Artist - Monet Length: 6 Weeks	Artist – Andy Goldworthy	Length: 6 Weeks	Artist – James Bartholomew	Length: 6 Weeks		
Lesson Structure:	Lesson Structure:		Lesson Structure:			
Lesson 1: Explore the artist (Look at their work). Lesson 2: Practice any skill/s e.g. line, tone, shape, etc. Lesson 3: Practice piece of artwork. Lesson 4: Start your final piece. Lesson 5: Finish off your final piece. Lesson 6: Evaluation. Domains of Knowledge 5. Knowledge (Factual) 6. Generating Ideas (Conceptual) 7. Making Skills (Procedural Knowledge) 8. Evaluation (Metacognition)	Lesson 1: Explore the artist (Look at their Lesson 2: Practice any skill/s e.g. line, tor Lesson 3: Practice piece of artwork. Lesson 4: Start your final piece. Lesson 5: Finish off your final piece. Lesson 6: Evaluation Domains of knowledge 5. Knowledge (Factual) 6. Generating Ideas (Conceptual) 7. Making Skills (Procedural Knowled) 8. Evaluation (Metacognition)	Lesson 2: Practice any skill/s e.g. line, tone, shape, etc. Lesson 3: Practice piece of artwork. Lesson 4: Start your final piece. Lesson 5: Finish off your final piece. Lesson 6: Evaluation Domains of Knowledge e (Factual) g Ideas (Conceptual) ills (Procedural Knowledge) Lesson 2: Practice any skill/s e.g. line, tone, shape, etc. Lesson 3: Practice piece of artwork. Lesson 4: Start your final piece. Lesson 5: Finish off your final piece. Lesson 6: Evaluation Domains of Knowledge 5. Knowledge (Factual) 6. Generating Ideas (Conceptual) 7. Making Skills (Procedural Knowledge)		tone, shape, etc.		
Key Concepts Painting Design Formal Elements – Pattern, Tone, Shape, Colour Artists, Craftspeople, Designers Evaluate and Analyse own & others work Identify similarities and differences Increasing understanding of art purpose & intention Make choices & decisions Develop & share ideas. Experiences, Imagination. Sketchbooks	Key ConceptsKey ConceptsPainting & Mixed MediaOther materialsDesignDesignMake choices & decisionsCraftDevelop & share ideas.Make choices & decisionsExperiences, Imagination.Develop & share ideas.SketchbooksExperiences, Imagination.Formal Elements – Tone, Shape, ColourSketchbooksArtists, Craftspeople, DesignersFormal Elements – Colour, Form, Line, Texture.Evaluate and Analyse own & others workArtists, Craftspeople, DesignersIdentify similarities and differencesEvaluate and Analyse own & others workIncreasing understanding of art purpose & intentionIdentify similarities and differences		rs work			
Relevant End Points Covered 6. To become proficient and improve their mastery of art and design techniques such as; drawing, painting and other materials. 7. To produce creative work that explores their ideas, observations, experiences and imagination. 8. To learn about artists, craft makers and designers through history and understand the development of art forms. 9. To become proficient in knowing and applying formal elements. 10. Be able to evaluate and analyse their own and others work using artistic vocabulary. Assessments (measuring impact and triangulation of learning) Practice of skills. Final piece. Subject lead Pupil voice Book monitoring Teacher voice Learning walks Instructional coaching Enrichment	understand the development of 9. To become proficient in knowing	inting and other materials. xplores their ideas, observations, ers and designers through history and art forms. g and applying formal elements. their own and others work using artistic	techniques such as; drawing, 7. To produce creative work the experiences and imagination 8. To learn about artists, craft runderstand the developmen 9. To become proficient in know	nakers and designers through history and t of art forms. wing and applying formal elements. yse their own and others work using artistic		

<u>Year 3</u>							
Unit 1 - Drawing		Unit 2 - Drawing and Collage		Unit 3 – Sculptor			
Artist – George Seurat	Length: 6 Weeks	Artist – Henri Rousseau	Length: 6 Weeks	Artist – Bernard Leach	Length: 6 Weeks		
Lesson Structure:		Lesson Structure:	•	Lesson Structure:			
Laccom 1. Fundamenth a subject / Lack at the	hairauld	Losson 1. Fundaya the autist /Look at their	in coole)	Laccou 1. Fundana tha antist (Lack at the	inald		
Lesson 1: Explore the artist (Look at the Lesson 2: Practice any skill/s e.g. line,		Lesson 1: Explore the artist (Look at the Lesson 2: Practice any skill/s e.g. line, to	-	Lesson 1: Explore the artist (Look at the Lesson 2: Practice any skill/s e.g. line, to	-		
Lesson 3: Practice piece of artwork.	tone, snape, etc.	Lesson 3: Practice piece of artwork.	nie, snape, etc.	Lesson 3: Practice piece of artwork.	one, snape, etc.		
Lesson 4: Start your final piece.		Lesson 4: Start your final piece.		Lesson 4: Start your final piece.			
Lesson 5: Finish off your final piece.		Lesson 5: Finish off your final piece.		Lesson 5: Finish off your final piece.			
Lesson 6: Evaluation.		Lesson 6: Evaluation		Lesson 6: Evaluation			
Domains of Knowledge		Domains of knowledge		Domains of Knowledge			
9. Knowledge (Factual)		9. Knowledge (Factual)		9. Knowledge (Factual)			
10. Generating Ideas (Conceptual	n	10. Generating Ideas (Conceptual)		10. Generating Ideas (Conceptual)			
11. Making Skills (Procedural Kno		11. Making Skills (Procedural Knowl	edge)	11. Making Skills (Procedural Know	ledge)		
12. Evaluation (Metacognition)	wiedge)	12. Evaluation (Metacognition)	cu ₅ c ₁	12. Evaluation (Metacognition)	icuge)		
Key Concepts		Key Concepts		ey Concepts			
Drawing		Other materials / Drawing		Painting & Mixed Media			
_		Design		Sculptor			
Design		Craft		Design			
Formal Elements – Colour, Texture	e, Line	Make choices & decisions		Make choices & decisions			
Artists, Craftspeople, Designers							
Evaluate and Analyse own & other		Develop & share ideas.		Develop & share ideas.			
Identify similarities and difference	es ·	Experiences, Imagination.		Experiences, Imagination.			
Increasing understanding of art pu	rpose & intention	Sketchbooks		Sketchbooks			
Make choices & decisions		Formal Elements – Colour, Form, Lin	e, Texture, Pattern, Shape.	Formal Elements – Texture, Form, S	hape, Colour		
Develop & share ideas.		Artists, Craftspeople, Designers		Artists, Craftspeople, Designers			
Experiences, Imagination.		Evaluate and Analyse own & others	work	Evaluate and Analyse own & others work			
Sketchbooks		Identify similarities and differences		Identify similarities and differences			
SKETEHOOKS		Increasing understanding of art purpose & intention		Increasing understanding of art purpose & intention			
Relevant End Points Covered		Relevant End Points Covered		Relevant End Points Covered			
11. To become proficient and im	prove their mastery of art and design	11. To become proficient and improve their mastery of art and design		11. To become proficient and improve their mastery of art and design			
techniques such as; drawing,	painting and other materials.	techniques such as; drawing, painting and other materials.		techniques such as; drawing, painting and other materials.			
12. To produce creative work that	at explores their ideas, observations,	12. To produce creative work that explores their ideas, observations, 12. To produce creative work that explores their ideas, observations,		explores their ideas, observations,			
experiences and imagination	•	experiences and imagination.		experiences and imagination.			
13. To learn about artists, craft n	nakers and designers through history and	13. To learn about artists, craft ma	kers and designers through history and	13. To learn about artists, craft ma	kers and designers through history and		
understand the development		understand the development o		understand the development of			
-	wing and applying formal elements.	14. To become proficient in knowir		14. To become proficient in knowi			
	yse their own and others work using artistic	1	their own and others work using artistic		e their own and others work using artistic		
vocabulary.		vocabulary.		vocabulary.			
Assessments (measuring impact and t	riangulation of learning)	Assessments (measuring impact and tria	angulation of learning)	Assessments (measuring impact and tri	angulation of learning)		
Practice of skills.		Practice of skills.		Practice of skills.			
Final piece.		Final piece.		Final piece.			
Subject lead		Subject lead		Subject lead			
Pupil voice		Pupil voice		Pupil voice			
Book monitoring		Book monitoring		Book monitoring			
Teacher voice		Teacher voice		Teacher voice			
Learning walks				Learning walks			
Instructional coaching		Learning walks Instructional coaching		Instructional coaching			
Enrichment		<u>Enrichment</u>		<u>Enrichment</u>			
	1	1		1			

Year 4							
Unit 1 - Drawing		<u>Unit 2 - <mark>Sculptor</mark></u>		Unit 3 – Painting			
Artist – Elizabeth Scott (Architect)	Length: 6 Weeks	Artist – Henri Matisse	Length: 6 Weeks	Artist – JMW Turner	Length: 6 Weeks		
Lesson Structure:		Lesson Structure:		Lesson Structure:			
Lesson 1: Explore the artist (Look at their values on 2: Practice any skill/s e.g. line, tone Lesson 3: Practice piece of artwork. Lesson 4: Start your final piece. Lesson 5: Finish off your final piece. Lesson 6: Evaluation. Domains of Knowledge 13. Knowledge (Factual) 14. Generating Ideas (Conceptual) 15. Making Skills (Procedural Knowledge) 16. Evaluation (Metacognition)	e, shape, etc.	Lesson 1: Explore the artist (Look at their work). Lesson 2: Practice any skill/s e.g. line, tone, shape, etc. Lesson 3: Practice piece of artwork. Lesson 4: Start your final piece. Lesson 5: Finish off your final piece. Lesson 6: Evaluation Domains of knowledge 13. Knowledge (Factual) 14. Generating Ideas (Conceptual) 15. Making Skills (Procedural Knowledge) Lesson 1: Explore the artist (Look at their work). Lesson 1: Explore the artist (Look at their work). Lesson 2: Practice any skill/s e.g. line, tone, shape, etc. Lesson 3: Practice piece of artwork. Lesson 4: Start your final piece. Lesson 5: Finish off your final piece. Lesson 6: Evaluation 13. Knowledge (Factual) 14. Generating Ideas (Conceptual) 15. Making Skills (Procedural Knowledge)		ual)			
Key Concepts Drawing Design Formal Elements – Tone, texture, hatch Artists, Craftspeople, Designers Evaluate and Analyse own & others well dentify similarities and differences Increasing understanding of art purpose Make choices & decisions Develop & share ideas. Experiences, Imagination.	ork	16. Evaluation (Metacognition) Key Concepts Painting & Mixed Media Sculptor Design Make choices & decisions Develop & share ideas. Experiences, Imagination. Sketchbooks Formal Elements – Texture, Form, S Artists, Craftspeople, Designers Evaluate and Analyse own & others	work	16. Evaluation (Metacognition) Key Concepts Other materials / Drawing Design Craft Make choices & decisions Develop & share ideas. Experiences, Imagination. Sketchbooks Formal Elements – Colour, Line, Tone, Shape. Artists, Craftspeople, Designers Evaluate and Analyse own & others work			
Relevant End Points Covered 16. To become proficient and improve techniques such as; drawing, pain 17. To produce creative work that experiences and imagination. 18. To learn about artists, craft make understand the development of a	nting and other materials. plores their ideas, observations, rs and designers through history and	techniques such as; drawing, p 17. To produce creative work that experiences and imagination.	rove their mastery of art and design ainting and other materials. explores their ideas, observations,	1			
19. To become proficient in knowing	and applying formal elements. heir own and others work using artistic	19. To become proficient in knowi	ng and applying formal elements. e their own and others work using artistic	understand the development of art forms. 19. To become proficient in knowing and applying formal elements. 20. Be able to evaluate and analyse their own and others work using artistic vocabulary. Assessments (measuring impact and triangulation of learning) Practice of skills. Final piece.			
Pupil voice Book monitoring Teacher voice Learning walks Instructional coaching Pupil Book Teach Book Teach Instructional coaching		Subject lead Pupil voice Book monitoring Teacher voice Learning walks Instructional coaching Enrichment		Subject lead Pupil voice Book monitoring Teacher voice Learning walks Instructional coaching Enrichment			

Year 5						
Unit 1 - Drawing		<u>Unit 2 - <mark>Sculptor</mark></u>		Unit 3 – Drawing		
Artist - Van Gogh	Length: 6 Weeks	Artist – Chris Gilmour and Daryl Wakelam	Length: 6 Weeks	Artist – Steven Wiltshire	Length: 6 Weeks	
Lesson Structure:		Lesson Structure:		Lesson Structure:		
Lesson 1: Explore the artist (Look at their work). Lesson 2: Practice any skill/s e.g. line, tone, shape, etc. Lesson 3: Practice piece of artwork. Lesson 4: Start your final piece.		Lesson 1: Explore the artist (Look at their work). Lesson 2: Practice any skill/s e.g. line, tone, shape, etc. Lesson 3: Practice piece of artwork. Lesson 4: Start your final piece.		Lesson 1: Explore the artist (Look at their work). Lesson 2: Practice any skill/s e.g. line, tone, shape, etc. Lesson 3: Practice piece of artwork. Lesson 4: Start your final piece.		
Lesson 5: Finish off your final piece. Lesson 6: Evaluation.		Lesson 5: Finish off your final piece. Lesson 6: Evaluation		Lesson 5: Finish off your final piece.		
Domains of Knowledge 17. Knowledge (Factual) 18. Generating Ideas (Conceptual) 19. Making Skills (Procedural Knowled 20. Evaluation (Metacognition) Key Concepts Drawing Design Formal Elements – Tone, Texture, Color Artists, Craftspeople, Designers Evaluate and Analyse own & others will Identify similarities and differences Increasing understanding of art purpor Make choices & decisions Develop & share ideas. Experiences, Imagination.	our, Line. ork	Domains of knowledge 17. Knowledge (Factual) 18. Generating Ideas (Conceptual) 19. Making Skills (Procedural Knowledge) 20. Evaluation (Metacognition) Key Concepts Painting & Mixed Media Sculptor Design Make choices & decisions Develop & share ideas. Experiences, Imagination. Sketchbooks Formal Elements – Texture, Form, Shape, Artists, Craftspeople, Designers Evaluate and Analyse own & others work	Colour, Line	Lesson 6: Evaluation Domains of Knowledge 17. Knowledge (Factual) 18. Generating Ideas (Conceptual) 19. Making Skills (Procedural Knowledge) 20. Evaluation (Metacognition) Key Concepts Drawing Design Make choices & decisions Develop & share ideas. Experiences, Imagination. Sketchbooks Formal Elements – Colour, Line, Tone, Shape, Pattern. Artists, Craftspeople, Designers Evaluate and Analyse own & others work Identify similarities and differences		
Sketchbooks		Identify similarities and differences Increasing understanding of art purpose 8	2 intention	Increasing understanding of art purpose & intention		
vocabulary.	nting and other materials. plores their ideas, observations, rs and designers through history and ort forms. and applying formal elements. heir own and others work using artistic	21. To become proficient and improve the techniques such as; drawing, painting 22. To produce creative work that explore experiences and imagination. 23. To learn about artists, craft makers and understand the development of art for the second proficient in knowing and 25. Be able to evaluate and analyse their vocabulary.	eir mastery of art and design g and other materials. es their ideas, observations, and designers through history and orms. applying formal elements. own and others work using artistic	Relevant End Points Covered 21. To become proficient and improve their mastery of art and design techniques such as; drawing, painting and other materials. 22. To produce creative work that explores their ideas, observations, experiences and imagination. 23. To learn about artists, craft makers and designers through history and understand the development of art forms. 24. To become proficient in knowing and applying formal elements. ic 25. Be able to evaluate and analyse their own and others work using artis vocabulary.		
Assessments (measuring impact and triangulation of learning) Practice of skills. Final piece. Subject lead Pupil voice Book monitoring Teacher voice Learning walks Instructional coaching Enrichment		Assessments (measuring impact and triangula Practice of skills. Final piece. Subject lead Pupil voice Book monitoring Teacher voice Learning walks Instructional coaching Enrichment	tion of learning)	Assessments (measuring impact and triangulation of learning) Practice of skills. Final piece. Subject lead Pupil voice Book monitoring Teacher voice Learning walks Instructional coaching Enrichment		

Year 6						
Unit 1 – Drawing and Painting		Unit 2 - Printmaking		<u>Unit 3 – Digital Art</u>		
Artist – Frida Kahloe	Length: 6 Weeks	Artist – Andy Warhol	Length: 6 Weeks	Artist – David Hockney	Length: 6 Weeks	
Lesson Structure:		Lesson Structure:		Lesson Structure:		
į.						
Lesson 1: Explore the artist (Look at their v	-	Lesson 1: Explore the artist (Look at their	•	Lesson 1: Explore the artist (Look at the	-	
Lesson 2: Practice any skill/s e.g. line, tone	, shape, etc.	Lesson 2: Practice any skill/s e.g. line, tor	ie, shape, etc.	Lesson 2: Practice any skill/s e.g. line, t	one, shape, etc.	
Lesson 3: Practice piece of artwork.		Lesson 3: Practice piece of artwork.		Lesson 3: Practice piece of artwork.		
Lesson 4: Start your final piece.		Lesson 4: Start your final piece.		Lesson 4: Start your final piece.		
Lesson 5: Finish off your final piece.		Lesson 5: Finish off your final piece.		Lesson 5: Finish off your final piece.		
Lesson 6: Evaluation.		Lesson 6: Evaluation		Lesson 6: Evaluation		
Domains of Knowledge		Domains of knowledge		Domains of Knowledge		
21. Knowledge (Factual)		21. Knowledge (Factual)		21. Knowledge (Factual)		
22. Generating Ideas (Conceptual)	~a)	22. Generating Ideas (Conceptual)	daa)	22. Generating Ideas (Conceptual)	dodgo)	
23. Making Skills (Procedural Knowled	ge)	23. Making Skills (Procedural Knowle	age)	23. Making Skills (Procedural Know24. Evaluation (Metacognition)	ledge)	
24. Evaluation (Metacognition)		24. Evaluation (Metacognition)		Key Concepts		
Key Concepts		Key Concepts Painting & Mixed Media /Sculptor		Other media		
Drawing		Design				
Painting		Craft		Design Craft		
Design		Make choices & decisions		Make choices & decisions		
Formal Elements – Tone, Shape, Colour	r, Line.					
Artists, Craftspeople, Designers		Develop & share ideas.		Develop & share ideas.		
Evaluate and Analyse own & others wo	ork	Experiences, Imagination.		Experiences, Imagination.		
Identify similarities and differences		Sketchbooks		Sketchbooks		
Increasing understanding of art purpos	e & intention	Formal Elements –Tone, Pattern, Sha	pe, Colour, Line.	Formal Elements – Colour, Form, Line, Tone, Shape, Pattern.		
Make choices & decisions		Artists, Craftspeople, Designers		Artists, Craftspeople, Designers		
Develop & share ideas.		Evaluate and Analyse own & others v	vork	Evaluate and Analyse own & others work		
Experiences, Imagination.		Identify similarities and differences		Identify similarities and differences		
Sketchbooks		Increasing understanding of art purpo	ose & intention	Increasing understanding of art purpose & intention		
Relevant End Points Covered		Relevant End Points Covered			<u>- </u>	
26. To become proficient and improve	their mastery of art and design	26. To become proficient and improve their mastery of art and design 26. To become proficient and improve their mastery of art and design		rove their mastery of art and design		
techniques such as; drawing, pain		techniques such as; drawing, painting and other materials.		techniques such as; drawing, painting and other materials.		
27. To produce creative work that exp	_		7. To produce creative work that explores their ideas, observations, 27. To produce creative work that explores		_	
experiences and imagination.	nores then racas, observations,	experiences and imagination.	Aprones anem rueus, observations,	experiences and imagination.	explores their facus, observations,	
28. To learn about artists, craft maker	s and designers through history and		ers and designers through history and		kers and designers through history and	
understand the development of a		understand the development of		understand the development		
29. To become proficient in knowing a		29. To become proficient in knowing		29. To become proficient in know		
	neir own and others work using artistic	1	their own and others work using artistic		e their own and others work using artistic	
vocabulary.	· ·	vocabulary.	· ·	vocabulary.		
Assessments (measuring impact and triang	ulation of learning)	Assessments (measuring impact and trial	ngulation of learning)	Assessments (measuring impact and tr	angulation of learning)	
Practice of skills.		Practice of skills.		Practice of skills.		
Final piece.		Final piece.		Final piece.		
Subject lead		Subject lead		Subject lead		
Pupil voice		Pupil voice		Pupil voice		
Book monitoring		Book monitoring		Book monitoring		
Teacher voice		Teacher voice		Teacher voice		
Learning walks		Learning walks		Learning walks		
Instructional coaching		Instructional coaching		Instructional coaching	-	
<u>Enrichment</u>		<u>Enrichment</u>		<u>Enrichment</u>		

Lesson Structure Example:

