

MARINA INTERNATIONAL SCHOOL

ART & DESIGN SCHEME OF WORK

YEAR 1 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	Experiencing and making: creating lines	<p>*Tell learners that a line is a long thin mark.</p> <p>*Ask learners to each draw a line with a graphite pencil on a large sheet of paper.</p> <p>*Ask them to compare their lines with two other people sitting near to them.</p> <p>Lead a discussion on different types of line.</p> <p>*Display a selection of artwork that consists of lines and ask learners to describe the type of lines they see. This is an opportunity to introduce the genre of abstract art to learners.</p> <p>*Learners experiment with drawing a range of different lines on a sheet of large paper, selecting different media in various thicknesses such as crayon, charcoal or felt-tip pen. Explain that lines joined up are called shapes so they need to ensure they do not yet join up their lines – shapes will be considered in a later activity.</p> <p>Learners might draw lines that:</p> <ul style="list-style-type: none">• are thicker or thinner than their original line• longer or shorter than their original line• travel in a different direction (vertical, perpendicular, horizontal)• are curvy• are parallel with another line• cross another line• are more complex (a spiral, zigzag or wave)• are lightly drawn or drawn using extra pressure• are drawn with the hand they do not usually use to write• are drawn with their eyes closed. <p>Learners might also experiment with drawing lines freehand and by using a ruler.</p>

WEEK	TOPIC	TOPIC DETAILS
2.1	Experiencing: using lines to create shapes	<p>Check learners' understanding of basic shapes by asking them to match the names of the shapes with two-dimensional shapes cut out of paper (e.g. two-dimensional shapes such as circles, triangles, squares, rectangles and ovals).</p> <p>Learners draw the basic two-dimensional shapes freehand in their visual journals so that they can refer to them in the following activities.</p> <p>Introduce objects that have a three-dimensional shape, for example a cuboid box, a spherical tennis ball, a cylinder brush holder and give learners opportunities to identify and name a range of three-dimensional shapes (e.g. spheres, cylinders, cones, cubes, cuboids and pyramids).</p> <p>Learners can work in pairs to create a simple three-dimensional shape out of card or paper, using sticky tape to join the sides.</p>
3.1	Experiencing, making and reflecting: developing skills in making observational sketches	<p>Learners make a rough drawing, or sketch, of a simple object in their local environment, for example a door or a tree. They use continuous line drawing to draw the outline of the object in pencil in their visual journals.</p> <p>Learners share and review their drawings with other learners. They discuss:</p> <ul style="list-style-type: none"> • whether the shape successfully represents the object • how they might improve their drawing. <p>Questions to prompt discussion:</p> <ul style="list-style-type: none"> • Is the length and height of the object in the drawing the same as in real life? • How large will your drawing need to be if you are to include any detail? • Was this shape difficult to draw? Why was that? • What sort of detail do you need to add to make the drawing look real? <p>Learners redraw the object. This time they can lift their pencil off the paper, they do not need to use continuous line drawing. They use lines to add detail, for example a door handle, leaves. They might also use lines to create shading so that some areas are lighter than others.</p> <p>Learners make drawings of other objects from their environment. These might include:</p> <ul style="list-style-type: none"> • from the natural world: corn, grasses, tree trunks, plant stems, leaves, sea waves, falling rain, sun rays, rainbows • from the built environment: walls, doorways, rooftops, roads, pathways, train tracks, lampposts, fences.

WEEK	TOPIC	TOPIC DETAILS
4.1	Thinking and working artistically and making: painting an object from the environment using primary and secondary colours	<p>*Ask learners to mix two primary colours in a mixing tray. Explain that this makes a 'secondary colour'. They experiment with using different proportions of one colour. Remind learners to wash the brush before dipping it into paint to keep the colours clean.</p> <p>Learners work in three groups. One group mixes red and yellow, the second group mixes red and blue, and the third group blue and yellow.</p> <p>Questions to prompt discussion:</p> <ul style="list-style-type: none"> • What colour did your mix produce? • Did you mix equal amounts of each colour? • What happened when you added more of one primary colour than another? • Which colours seem 'warmer'? • Which colours do you think are cool? • If you look at an object such as a fence, is it all one colour or are there other colours? <p>Each group shares and discusses their results with the whole class.</p> <p>Working individually, learners select one object they have drawn previously and make this the subject of a simple painting, using primary and secondary colours. The painting of the object should fill most of their sheet of paper.</p> <p>Learners experiment by:</p> <ul style="list-style-type: none"> • adding more than one colour to their painting • using pure blocks of colour within the object • painting over one colour with another colour • using colours that match the real object • using unrealistic colours to create effect.
5.1	TEST 1	ACROSS THE BOARD TEST 1 12th - 16th October 2020

WEEK	TOPIC	TOPIC DETAILS
6.1	Thinking and working artistically and making: creating a three-dimensional representation of an object from the environment	<p>To inspire learners for this task, display work by the Spanish sculptor David Moreno who creates architectural sculptures using steel rods and piano wire.</p> <p>Learners choose one object and make a three-dimensional representation of it using lines to add detail.</p> <p>For example, they might make:</p> <ul style="list-style-type: none"> • a leaf in clay, using a stick to mark the leaf veins • a flower, using a pipe cleaner for the stem and paper or lightweight fabric for the petals (learners might draw lines in felt-tip on the petals to give interest) • a stalk of corn using florists' wire wrapped in ribbon and rice grains stuck on a small paper cylinder • a fence using lollipop sticks, using lines to represent the grain of the wood and circles to represent knots in the wood • a tiled rooftop using shapes cut out of felt to make individual tiles which are overlapped and glued on a cardboard roof • a wall constructed from bricks made of modelling clay.
7.1	Continuation: creating a three-dimensional representation of an object from the environment	<p>To inspire learners for this task, display work by the Spanish sculptor David Moreno who creates architectural sculptures using steel rods and piano wire.</p> <p>Learners choose one object and make a three-dimensional representation of it using lines to add detail.</p> <p>For example, they might make:</p> <ul style="list-style-type: none"> • a leaf in clay, using a stick to mark the leaf veins • a flower, using a pipe cleaner for the stem and paper or lightweight fabric for the petals (learners might draw lines in felt-tip on the petals to give interest) • a stalk of corn using florists' wire wrapped in ribbon and rice grains stuck on a small paper cylinder • a fence using lollipop sticks, using lines to represent the grain of the wood and circles to represent knots in the wood • a tiled rooftop using shapes cut out of felt to make individual tiles which are overlapped and glued on a cardboard roof • a wall constructed from bricks made of modelling clay.

WEEK	TOPIC	TOPIC DETAILS
8.1	Experiencing and making: alternative activities for making representations of objects in the environment using lines and shapes	<ul style="list-style-type: none"> □ *Learners work in a group to create a landscape. □ *They draw or paint a horizon line on paper. □ *They decide on a colour they want to use as a background for the sky and another for the ground below the horizon. □ *They mix primary or secondary colours and paint the background. □ *They cut out and glue shapes to represent the sun, moon or clouds and other shapes to represent built or natural features in the landscape such as buildings, fences or trees and vegetation. □ *Learners are shown street maps as a starting point. □ *They paint or draw a line to create a simple plan of their route from home to school from memory. □ *They might add other lines to indicate trees and thicker shorter lines to indicate important buildings which they pass. □ *They recreate their work using textiles such as string and cut up recycled materials to make buildings or other features on their map. □ *Learners explore the work of American photographer Art Sinsabaugh. Individual learners take two or three photographs of lines in their built or natural environment. □ *Working in small groups, learners download the photographs onto the computer and manipulate the colour, introducing primary and secondary colours for effect. □ *They print the photographs and glue these on paper in an interesting way to create a collage. *They might also include newspaper cuttings showing local images of the built environment.
9.1	Thinking and working artistically and making: motion in painting	<p>Learners work in small groups to make a large-scale abstract painting on a roll of paper to form a frieze which can be displayed along the wall of the classroom. Before they begin painting, they should discuss and plan with the group:</p> <ul style="list-style-type: none"> • images they have seen that will inspire their painting • if they are going to drip or spread paint • what tools they will need, for example if they are going to use conventional brushes, their hands, a small can or jar from which to pour paint • what colours they want to use • where they will start their painting on the paper • whether they will take it in turns to add to the painting or whether they will all paint different areas at the same time. <p>Alternative activities: Relating to motion in painting</p> <ul style="list-style-type: none"> • Learners working in pairs take it in turn to create a circular abstract painting. One learner moves around the sheet in a circle while another drips different colours of paint from a height onto the paper. • Learners work in pairs to create a painting on a large sheet of paper. They dip toy vehicles of different size in paint and run them over the paper to create motion lines. • Learners in small groups dip their feet into non-toxic paint in different colours and run along a roll of paper. They might choose to run in straight, or wavy lines or in small circles. The learners should decide on this before they start.

WEEK	TOPIC	TOPIC DETAILS
10.1	TEST 2	ACROSS THE BOARD TEST 16th - 20 November 2020
11.1	Experiencing: animation	<p>Learners watch and discuss online video clips of animation from the past as well as the present. If you have an example of a flick book or thaumatrope, you could pass this around small groups of learners.</p> <p>Clips might include:</p> <ul style="list-style-type: none"> • the zoetrope (the galloping horse) • the thaumatrope (the bird in the cage) • the flip/flick book (the bouncing ball). <p>Show learners short clips from animated films using stop-motion. Explain that stop-motion animation is a film-making technique that makes still objects appear to move on their own.</p>
12.1	Thinking and working artistically and reflecting: what is a pattern?	<p>Demonstrate to learners how to make a simple line pattern using a mixture of star shapes and rectangles in one colour. Introduce learners to the terminology: motif, sequence, regular and random.</p> <p>Learners work in small groups of three or four. Each group is given a set of cardboard shapes in the same colour. Each set should include eight squares, eight circles and eight triangles.</p> <p>Ask learners to arrange their shapes on a sheet of white paper to make a different pattern from the one they have been shown. Remind learners that there is more than one way to successfully complete the task. Encourage them to discuss and try out different solutions for arranging the shapes into a pattern before showing their final pattern to the group.</p> <p>The groups share their final pattern with the whole group and compare the differences.</p> <p>Learners copy their designs and those of others they find interesting in their visual journals.</p> <p>Learners work in pairs to hunt for patterns in the classroom. Everyday objects such as cups, plates, bags, wrapping paper, notebooks, clothing or personal belongings such as a pencil cases are laid on tables around the room. You may like to add some objects are not patterned. Learners make a list of the patterned objects. At the end of the hunt, each pair describes to the whole group which pattern they found the most interesting and why.</p>

WEEK	TOPIC	TOPIC DETAILS
13.1	Experiencing and making: using block printing to create a simple pattern	<p>Demonstrate to learners how to block print a motif. You might also give learners basic instructions such as the following so that they can work more independently after the demonstration:</p> <ul style="list-style-type: none"> • Draw a simple shape on a small polystyrene tile (the block). • Poke dots along the outline of the shape to make a simple motif. • Spread paint on a tray with a roller before using the roller to apply the paint to the polystyrene tile. • Press a clean sheet of paper to the block to create the print. • Remove the paper carefully. • Repeat the process again to create a pattern. <p>Learners might experiment by:</p> <ul style="list-style-type: none"> • adding more detail to their printing block • using a different colour • overlaying another colour when the first paint layer has dried • repeating the motif but leaving less space between the motifs • experimenting with sugar paper as well as cartridge paper • repeating the motif but using alternate colours.
14.1	Reflecting and thinking and working artistically: reviewing own work	<p>Learners self-assess their work against one or more of the following success criteria:</p> <ul style="list-style-type: none"> • clarity of the image • interest of the shape • eye-catching use of colour • originality of the motif • ability to repeat the motif. <p>Learners write in their visual journals one way in which their block printing was successful and one thing they want to improve.</p>

ART & DESIGN SCHEME OF WORK

YEAR 1 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	Experiencing and making: decorative instruments	<p>Learners work in small groups to make a simple string, wind or percussion instrument using clay or recycled materials. The instrument can be of their own choice.</p> <p>They should start by following simple instructions. This allows learners to experiment and support each other in making a basic instrument.</p> <p>Challenge learners to make their instrument individual and original either in its structure or in its decoration.</p> <p>Simple instructions to make an ocarina (wind instrument) might include: Make two small round pinch pots of clay. Score and wet the rims of the pots and join them together to make a sphere or egg shape. Flatten the sphere. Make a short mouthpiece by folding clay over the middle lollipop stick. Insert another lollipop stick into the flattened sphere to create an opening. Join the mouthpiece to this opening. Make three round holes on the top side of the ocarina. When the clay is hardened learners can paint and play their ocarina.</p>

WEEK	TOPIC	TOPIC DETAILS
2.1	Experiencing: environments and dwellings	<p>Learners search for, or are shown, images of houses in different environments from around the world. They discuss the images.</p> <p>Images might include: Inuit domed igloo made from snow blocks Scandinavian log cabin with sloping roof Saharan African round mud houses with thatch Japanese Shoji houses constructed from panels made from a wooden frame and translucent paper Native American tepee with poles covered with skins Stilt houses in Assam India Chinese Tanka junk boat.</p> <p>Display copies of the images on the walls so that learners can see them while completing this activity.</p> <p>Learners work in small groups of two or three learners to build a model of one of the homes from the list above. Give each group a cardboard box with different materials in it. The challenge is for them to work out which home they can build from the materials. All groups have access to string, sticky tape, glue and scissors.</p> <p>The different boxes might include: lollipop sticks to make walls and a roof (log cabin) short wooden craft dowelling sticks, paper and card (Shoji house) sugar cubes and transparent bubble wrap (igloo) wooden dowelling rods and faux leather cloth (tepee).</p>
3.1	Thinking and working artistically and making: architectural designs	<ul style="list-style-type: none"> • Each learner designs an imaginative facade for a public building in an imaginary city. The designs should be inspired by the buildings that they have discussed. They make an initial rough sketch of their idea and share and discuss these with a partner. Learners must make at least one suggestion for a change to each other's design. • Their designs should be for a range of different public buildings that might be found in a city, for example a shopping centre, sports centre, bank, hospital, theatre, cinema, block of flats. • Show learners examples of architectural plans which can be downloaded from the internet. Learners discuss how these plans have been drawn, e.g. by hand, using a ruler or using a CAD package. • Learners redraw their initial sketches neatly using either a pencil and ruler or a CAD package. They include the change suggested by their partner.
4.1	TEST 1	ACROSS THE BOARD TEST 25th January 2021

WEEK	TOPIC	TOPIC DETAILS
5.1	Thinking and working artistically and making: planning and making a mini-city	<ul style="list-style-type: none"> • Learners work in two groups to create mini-cities. They review the homes they made earlier in the activity and decide: • whether they want their city to have homes in one style or a range of styles • whether they might decide on a totally different design • how they might make public buildings using design features from their architectural drawings. <ul style="list-style-type: none"> • Learners can complete this project by: • making a few public buildings and more homes for their city using craft and recycled materials • arranging the buildings on a large sheet of plastic • painting roads and green areas • making trees using dowelling rods and tissue paper • adding small toy figurines of people or cars
6.1	Experiencing: pointillism	<p>Explain that the painting technique pointillism uses tiny separate dots of primary and secondary colours. When lots of these dots are placed close together, from a distance the colours will appear to blend. This illusion is known as optical mixing.</p> <p>Demonstrate the effect of colour contrasts on the eye. Ask learners to look intently at a coloured piece of paper, such as yellow on a white background. After a minute of staring at the paper, learners will begin to see a flickering purple colour. They can experiment by drawing a blue or red dot and staring at it to see what other colour will appear.</p> <p>Working in pairs, one learner paints random red and blue dots close together within a small square or circle while their partner stands at a distance and describes which colour they see (purple).</p> <p>Remind learners to use a clean brush to paint the different colours and make sure the colours do not mix on the paper.</p> <p>The learners swap roles and the second learner experiments with different colours such as red and yellow or orange and blue.</p> <p>The learners share the results of their experiments with other pairs.</p> <p>Display images created using the pointillism technique. Introduce learners to the work of Seurat and Signac, two major artists who were pioneers in pointillism. Display each image electronically so that learners can see an enlarged version.</p>

WEEK	TOPIC	TOPIC DETAILS
7.1	Experiencing: experimenting with pointillism to create a tree	<p>Learners draw the outline of a small tree with three or four main branches on a piece of A4 white paper. They select colours and use pointillism to colour the tree trunk and the leaves. They can use a small round-ended brush or the end of a dowelling stick to paint the dots.</p> <p>Ask some learners to experiment by using small dots (as in the work of Georges Seurat and others) or by using large dots (as in the work of Yayoi Kusama).</p> <p>If some learners complete their work before others, they might look at the artwork of Ana Enshina, who paints animals using pointillism, and create their own pointillist painting of an animal of their choice. They might use a template to draw the shape of the animal to save time.</p>
7.2	MID-TERM BREAK	MID-TERM BREAK 17th - 19th February 2021
8.1	Working and thinking artistically and making: creating a painted frieze of the environment	<ul style="list-style-type: none"> • Learners create a montage showing different environments, for example desert, forest, sea, mountains. <p>They make their montage from:</p> <ul style="list-style-type: none"> • images downloaded and printed from the internet • photographs and postcards brought from home • images cut from travel brochures and magazines. <ul style="list-style-type: none"> • Using the images of the montage as a starting point, learners work in small groups to create a section of a frieze showing different natural environments. • Each group will select a different environment they wish to recreate on the mural. <p>group will decide:</p> <ul style="list-style-type: none"> • the main background colour of their environment • details such as rocks, trees, flowers, animals that might exist in this environment • the colours that will be used for these details • the size of the dots they will use • how individual members will contribute to the painting, such as by outlining the main features, drawing animals, mixing colours, painting background dots, painting animals and vegetation. <ul style="list-style-type: none"> • The groups create their environment on a large sheet of paper in a landscape format. <ul style="list-style-type: none"> • When each group has completed their composition, all pieces are joined together to form a frieze to decorate the wall.

WEEK	TOPIC	TOPIC DETAILS
9.1	Continuation: creating a painted frieze of the environment	<ul style="list-style-type: none"> • Learners create a montage showing different environments, for example desert, forest, sea, mountains. <p>They make their montage from:</p> <ul style="list-style-type: none"> • images downloaded and printed from the internet • photographs and postcards brought from home • images cut from travel brochures and magazines. <ul style="list-style-type: none"> • Using the images of the montage as a starting point, learners work in small groups to create a section of a frieze showing different natural environments. • Each group will select a different environment they wish to recreate on the mural. <p>Each group will decide:</p> <ul style="list-style-type: none"> • the main background colour of their environment • details such as rocks, trees, flowers, animals that might exist in this environment • the colours that will be used for these details • the size of the dots they will use • how individual members will contribute to the painting, such as by outlining the main features, drawing animals, mixing colours, painting background dots, painting animals and vegetation. <ul style="list-style-type: none"> • The groups create their environment on a large sheet of paper in a landscape format. <ul style="list-style-type: none"> • When each group has completed their composition, all pieces are joined together to form a frieze to decorate the wall.
10.1	ASSESSMENT	MID YEAR ASSESSMENT WEEK 8th - 12th March 2021
11.1	Experiencing: tea time!	<p>As a warm-up activity, hand out small bowls containing different types of leaf tea, for example lapsang souchong, Earl Grey, jasmine, green tea, rose tea, peppermint tea.</p> <p>Ask learners to smell the tea. Offer some learners small cups of cold tea to taste.</p> <p>Learners discuss the experience.</p>

WEEK	TOPIC	TOPIC DETAILS
11.2	Experiencing: how ideas spread	<p>Tell learners the mythological story of Shennong, a herbalist who was probably the same person as the Emperor Yandi. Show an image and explain how he discovered tea when he accidentally dropped some tea leaves into boiling water.</p> <p>Learners make their own imaginative sketch of the scene in their visual journals.</p> <p>Explain to learners how tea was first drunk in China before becoming popular in Japan and other countries in the Far East and then spreading to Western Europe and America.</p> <p>Show learners images of ceramics used in tea drinking: Chinese Song period stoneware tea bowls and teapots with feather or hare designs Chinese Ming period blue and white and coloured porcelain cups, bowls, teapots and caddies Japanese Raku teapots decorated with themes from nature and used in Japanese tea ceremonies Japanese Kutani porcelain using five colours – blue, green, yellow, purple and red English porcelain from the eighteenth century copying Chinese designs French Sèvres blue coloured porcelain with decorative scenes and gilding Modern stainless-steel teapots including the Italian Alessi teapot.</p> <p>Inspired by the images they have seen, learners sketch possible designs for their own tea bowl in their visual journals. These might be abstract patterns or motifs from nature</p>

ART & DESIGN SCHEME OF WORK

YEAR 1 - TERM 3

WEEK	TOPIC	TOPIC DETAILS
1.1	Experiencing, making and reflecting: designing and making a tea bowl from clay	<p>Show learners a short film of a traditional Japanese tea ceremony (Ocha). Learners discuss what they have seen.</p> <p>Demonstrate how to make a clay bowl out of a ball of clay using the pinching, rolling or coil pot method.</p> <p>For the pinching method: Use a tool to poke a hole in the centre of the bowl large enough to get a thumb in. Keeping turning the cup and pinching the walls of the bowl until the intended shape is achieved. Make sure the bottom is flat so that the bowl does not fall over.</p> <p>For the rolling method: Roll out a ball of clay. Cover a small plastic bowl or pot with the clay. Cut away any extra clay at the bottom that is not needed. Leave the clay to dry and then remove the plastic mould.</p> <p>For the coil pot method: Flatten a small ball of clay to make the bottom of the bowl. Roll the remaining clay into long snakes. Coil the snakes around the bottom of the bowl until the shape is built up. Squeeze the coils together and to the bottom circle so that there are no gaps where liquid could escape.</p> <p>Tell learners that they should scratch their initials on the bottom so that they know which bowl is theirs after it has been left to dry.</p>

WEEK	TOPIC	TOPIC DETAILS
2.1	Experiencing and making: animal capes	<p>Show learners images of African animals with distinctive patterns, for example tigers, leopards, cheetahs, snakes, zebras, giraffes, crocodiles.</p> <p>Learners make rough sketches of their favourite animals in their visual journals.</p> <p>Learners choose which patterns they like best and negotiate with other learners which animal cape they want to make so that there will be a range of animals in the performance.</p> <p>Learners choose which method they want to use (painting or printing) to decorate their capes which might be made of either paper or fabric out of either paper or fabric. If available, they might choose to print on paper or fabric that is the same colour as the animal.</p> <p>Learners paint or print their capes, asking for help when needed.</p> <p>While they are waiting for their capes to dry, learners work together to create a rhythm using any untuned percussion instruments (e.g. tambourines) that are available, unconventional instruments (sticks, jars half filled with rice) or clapping and feet stamping.</p>
3.1	TEST 1	ACROSS THE BOARD TEST 26th April 2021
4.1	Experiencing: texture – what can I feel?	<p>As a warm-up activity, bags holding different small objects with a range of textures are passed around small groups. Each bag will contain a mixture of:</p> <ul style="list-style-type: none"> • smooth objects such as a pebble or a plastic card • rough objects such as a stone or a piece of sandpaper • soft objects such as a feather or ball of cotton wool • hard objects such as a key or a spoon • furry objects such as a soft toy • prickly objects such as a brush or velcro tape • bumpy objects such as bubble wrap • sticky objects such as plasters or sticky tape. <p>Learners take it in turn to pull an object from the bag without looking at it. They describe how the object feels to their touch.</p> <p>When all learners have had the opportunity to feel an object, the adjectives they used to describe their object are written on a flipchart or the whiteboard</p>
5.1	MID-TERM BREAK subject to Eid-al-Fitr	MID-TERM BREAK subject to Eid-al-Fitr 10th - 14th May 2021

WEEK	TOPIC	TOPIC DETAILS
6.1	Experiencing and making: texture in ceramics	<p>Learners make a small slab or tile from a ball of clay, using either a rolling pin or by patting the lump down flat with their hands.</p> <p>Learners experiment by:</p> <ul style="list-style-type: none"> • making different marks in the clay by pressing a range of objects into it to make lines, holes or spirals (e.g. metal nuts, bolts, buttons, forks, toothbrushes, combs, keys, sticks, string or plastic covered wire) • using their thumbs to make prints and also pinching the clay between their fingers to make spikes and ripples • cutting out shapes from another piece of clay to make shapes to add to the tile • turning up the corners or sides of the tile to create a border or rim. <p>If there is time, learners can paint their tile for added effect.</p>
7.1	Experiencing: making surface rubbings of leaves	<p>Demonstrate to learners how to make rubbings of the textured surfaces of a leaf:</p> <ul style="list-style-type: none"> • place the leaf on a hard surface with the veins positioned upwards • lay another sheet of white paper over the top of the leaf • use pencils, pastels or a wax crayon to colour the paper. <p>Learners experiment with different leaves or the bark of a tree, using different types of drawing tool and paper of different coarseness. Learners might also take rubbings of feathers or flat shells.</p> <p>Learners share their rubbings with the whole group and compare the textures shown in the different images.</p> <p>Learners in small groups draw the outline of a tree with three or four branches on a sheet of flipchart paper. They cut out their leaves and glue them to the branches of the tree. If they have done bark rubbings, they can stick these to the trunk of their tree.</p>

WEEK	TOPIC	TOPIC DETAILS
8.1	Experiencing and making: observational drawings and paintings of fruit	<p>Learners look at and discuss still life paintings:</p> <ul style="list-style-type: none"> • Caravaggio, Basket of Fruit (1599) • Claude Monet, Apple and Grapes (1880) • Paul Cézanne, Fruit and Jug on a Table (1894) • Frida Kahlo, Viva la Vida, Watermelons (1954). <p>Demonstrate to learners how to create shading. Show them how to use a soft pencil to:</p> <ul style="list-style-type: none"> • draw lines close together (hatching and cross-hatching) • make short marks (spotting). <p>Also demonstrate how to:</p> <ul style="list-style-type: none"> • use a finger or eraser to smudge shading • use the eraser to create highlights by removing pencil marks from part of a shaded area. <p>Learners work in pairs. They are each given a piece of fruit such as a pear or apple. First, they observe the fruit closely. They discuss with their partner where the fruit looks darkest and where the light falls on the fruit.</p> <p>Learners draw the general outline of the fruit first and then add shading. They compare and discuss their work with their partner to gain feedback and they refine or redraw their fruit.</p> <p>If learners feel confident, they could draw a fruit with a more complicated texture such as a pineapple or watermelon.</p> <p>Learners recreate their drawings using paint. They experiment with mixing different quantities of primary colours to create the colour that matches their fruit. They layer paint to make darker areas and use white or light shades to add highlights.</p>
9.1	ASSESSMENT	<p>END OF YEAR ASSESSMENT</p> <p>7th - 11th June 2021</p>

WEEK	TOPIC	TOPIC DETAILS
10.1	Experiencing and making: experimenting with decoupage	<p>Learners work in pairs to share ideas and make cutting out the shapes quicker. They cut out five basic petal shapes from white thin card and glue them onto a larger coloured piece of paper to make a daisy flower. They leave a space for the centre of the daisy (sometimes called the flowerhead or floral disc).</p> <p>Then learners experiment with their flowers by:</p> <ul style="list-style-type: none"> • pasting two or three more layers of the petal shape which are the same size on top of each petal • cutting each following layer slightly smaller than the one before (pyramid decoupage or pyramage) • pasting just one more layer of petals onto their first layer but using a spacer made from small double-sided sticky pads to separate the layers • adding a pattern of dots or lines to give texture to the top layering • adding sequins or glitter, tissue paper or foil to the top layer • gluing a button, small bottle top, piece of bubble wrap or other material to the centre of the daisy to make the flowerhead. <p>If offcuts of patterned wallpaper are available, learners could cut flower shapes from this.</p>
11.1	Experiencing and making: creating texture through weaving	<p>Demonstrate to learners how to weave a simple mat using strips of paper in two colours.</p> <p>Learners work in pairs to experiment with strips made from coloured paper and different textiles such as:</p> <ul style="list-style-type: none"> • ribbons • strips of patterned fabric • strips cut from plastic bags.
11.2	Experiencing and making: alternative activities relating to weaving	<ul style="list-style-type: none"> • Use wool threaded with beads and a simple loom made of cardboard to create a mini woven wall hanging. • Use a hoop or cardboard circle with slots to make a round woven 'dreamcatcher' which can be hung from the ceiling.