

MARINA INTERNATIONAL SCHOOL

ART & DESIGN SCHEME OF WORK

YEAR 6 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	Experiencing: art and science	<p>*Show learners a selection of images by artists and scientists. *Demonstrate a link between art and science and encourage discussion around what learners observe in the images and the skills needed to make them.</p> <p>Images might include:</p> <ul style="list-style-type: none">• Leonardo da Vinci (dissected corpses and developed flying machines), The Human Powered Ornithopter (1485)• Maria Sibylla Merian (naturalist and scientific illustrator), Metamorphosis of a Butterfly (1705)• Joseph Wright (artist and member of the Lunar Society of industrialists), A Philosopher Lecturing on the Orrery (1766)• Santiago Ramon y Cajal (pioneered research on the human brain), Purkinje Cell of the Human Cerebellum (1899)• Charles Jencks, DNA Spiral sculpture (2000)• Olafur Eliasson (artist and environmentalist), Ice Watch (2014)

WEEK	TOPIC	TOPIC DETAILS
2.1	Experiencing and making: observational drawings of natural objects	<p>This activity is an opportunity for learners to use a new medium, for example charcoal.</p> <p>*If charcoal is available, demonstrate how to draw contour lines with charcoal pencils and sticks and how to use charcoal powder to create shadows and darker areas.</p> <p>*Show how to use a white charcoal pencil to create highlights and how to use a blending stump and an eraser.</p> <p>*Explain how detail can also be added by shading and hatching.</p> <p>*Using charcoal or another medium, learners work individually to make accurate observational drawings of natural objects, for example a small shell, flower, the skin of a living creature such as a fish or the skin on the palm of a human hand.</p> <p>*Show learners how to accurately scale-up a small drawing or photograph and allow them to practise techniques, for example using a grid or a piece of string to check lengths.</p> <p>*Encourage learners to approach the same activity in different ways, for example by experimenting with different sizes, orientations or media. Ask each learner to produce a series of at least two drawings.</p>
3.1	Reflecting and thinking and working artistically: sharing, reviewing and refining work	<p>*Learners display their work. This might take the form of a mini-display in which they select one of their drawings and mount it on card to either show on the wall or present to the class to promote discussion.</p> <p>Learners discuss and compare each other's success, for example in:</p> <ul style="list-style-type: none"> • creating shape • accuracy in scaling-up • using techniques, for example shading, outlining and blending. <p>Learners can also compare their work and identify similarities and differences between different natural objects. They might consider:</p> <ul style="list-style-type: none"> • patterns • colouring • shapes such as spirals • textures such as wrinkles or scales. <p>*Learners reflect on their work and have the opportunity to improve at least one part of a work, for example a section of a drawing.</p> <p>*Review ideas about observing and recording in science and art; a discussion of the effects of changes in scale and/or of manipulating images in various ways; and a sharing of any visual work learners have made. Learners suggest how they might continue to develop their work.</p>

WEEK	TOPIC	TOPIC DETAILS
4.1	Thinking and working artistically: experiments in art and science	<p>*Demonstrate a link between the importance of experimentation in science and experimentation in art.</p> <p>*Ask learners to link experiments with different types of scientist either through a quick quiz or by matching pictures of experiments with the names of scientific job roles.</p> <p>*Learners suggest why scientists carry out these experiments.</p> <p>Examples of quiz questions about experiments and scientists might include:</p> <ul style="list-style-type: none"> • Who observes the weather? Answer: a meteorologist • Who measures the growth of a plant? Answer: a biologist (or botanist) • Who follows the position of a planet? Answer: an astronomer • Who counts the fish in the sea? Answer: a marine biologist • Who records the rate of decay in fresh fruit? Answer: a food technologist <p>Learners work in pairs or small groups to suggest and discuss what experiments artists might carry out.</p> <p>*Remind learners that in the previous activity they had experimented with drawing natural objects from different angles and using a different scale. In this activity, learners will explore how the appearance of objects can change over a period of time.</p> <p>*Show learners artwork showing contrasting images of decaying and rotting fruit.</p> <p>*Encourage learners to discuss why scientists and artists would be interested in images of decay and how the appearance of fresh and stale fruit differs.</p> <p>Images might include:</p> <p>Fresh fruit images:</p> <ul style="list-style-type: none"> • Guiseppe Arcimboldo, Reversible Head with Basket of Fruit (1590) • Helen Searle, Still Life with Fruit (1872) <p>Decaying fruit images:</p> <ul style="list-style-type: none"> • Michelangelo Merisi da Caravaggio, Basket of Fruit (c.1599) • Peter Lippmann, Nobel Rot 7, Nobel Rot 1 <p>Time-lapse short film:</p> <ul style="list-style-type: none"> • Sam Taylor-Wood, Still Life (2001)
5.1	TEST 1	ACROSS THE BOARD TEST 1 12th– 16th October 2020

WEEK	TOPIC	TOPIC DETAILS
6.1	Experiencing and making: observational drawings showing change in a subject	<p>*This activity is an opportunity for learners to use a new medium, for example oil pastels or chalk pastels.</p> <p>*If pastels are available, demonstrate the properties of pastels (depending on which type is being used).</p> <p>*Show how to sketch a light-coloured outline, create a coloured base layer in the main colour before layering colours to add detail.</p> <p>*If there is time, you might also demonstrate how scratching tools can remove colour to reveal the layer underneath.</p> <p>*Learners work individually to make a series of at least two images, recording visual changes in the appearance of fresh and decaying fruit.</p> <p>*Learners have the opportunity to select and arrange the fruit before beginning their drawing.</p>
6.2	MID-TERM BREAK	MID-TERM BREAK 22nd-23rd October 2020
7.1	Experiencing and making: observational drawings showing change in a subject (young and old age)	<p>*Show how to sketch a light-coloured outline, create a coloured base layer in the main colour before layering colours to add detail.</p> <p>*If there is time, you might also demonstrate how scratching tools can remove colour to reveal the layer underneath.</p> <p>*Learners work individually to make a series of at least two images, recording visual changes in the appearance of a young and older person.</p> <p>*Learners select and display their choice images before beginning their drawing.</p>
8.1	Experiencing and making: observational drawings showing lifecycle of a butterfly	<p>*Learners work individually to make a series of images, recording visual changes in the appearance of the lifecycle of a butterfly</p> <p>*Learners use the same method and media like the previous activities to complete this task.</p> <p>*Learners select and display their choice images before beginning their drawing.</p>
9.1	Reflecting and thinking and working artistically	<p>*In small groups, learners discuss their work and make changes to a drawing or make a new section of a drawing in light of feedback.</p> <p>*Learners present their improved drawing to the whole class and describe the inspiration behind their work, the discoveries they have made about the decaying process and the challenge of using a new medium such as pastels.</p>
10.1	TEST 2	ACROSS THE BOARD TEST 16th-20th November 2020

WEEK	TOPIC	TOPIC DETAILS
11.1	Experiencing, reflecting and thinking and working artistically: art and the universe	<p>*Learners work in small groups to find examples of images related to stars, planets, rockets or astronauts.</p> <p>*A starting point for their research could be Hubble Space Telescope photographs or star maps created by astronomers.</p> <p>*Each small group presents one or two images to the whole group and explains what they like about the subject of their chosen images, the purpose of the images and the skill and equipment needed to create this work, for example telescopes, digital technology.</p> <p>*Show learners a selection of surreal or abstract images and encourage discussion around realism in how artists have represented large objects in the night sky.</p> <p>Images might include:</p> <ul style="list-style-type: none"> • Astronomical ceiling decoration from the tomb of Senenmut at Deir el-Bahri, Egypt (c.1473 BC) • Frederik de Wit, Celestial Map (1670) • Vincent van Gogh, The Starry Night (1889) • Wassily Kandinsky, Several Circles (Einige Kreise) (1926) • Wassily Kandinsky, Picture XVI. The Great Gate of Kiev (1928) • Paul Klee, Fire, Full Moon (1933) • Natalie Muir, Fluid paintings using paint and acrylic to mimic the surfaces of alien planets (2018) • Janet Forrester Ngala, Milky Way Dreaming, aboriginal art (1998) Marc Chagall, Four Seasons mosaic (1972)
12.1	Experiencing and making: the space exploration collage	<p>*Learners respond to a brief, requiring them to work together as a group to create an imaginative collage celebrating space exploration.</p> <p>*It is an opportunity for learners to show independence and confidence through selecting which media to use and how to respond creatively to the brief.</p> <p>*Individual learners make two or three rough sketches of initial ideas.</p> <p>*They may wish to use images from looking at other artists' work as inspiration.</p> <p>*Alternatively, they may have spontaneous ideas of their own. They share their ideas with the whole group.</p> <p>*Learners discuss how they will make the collage and record responses (for example on flipchart paper) to form a simple plan.</p> <p>*Demonstrate how to use any new resources that might be available, for example using metallic acrylics to paint, combining textured paper and photographs, making and using a stamp to repeat patterns, outlining elements of the collage in embroidery thread, using stains from coffee or teabags to add interest.</p>

WEEK	TOPIC	TOPIC DETAILS
13.1	Reflecting and reviewing	<p>*Learners display the collage celebrating space. They review their work.</p> <p>Learners write their reflections on sticky notes and place the sticky notes underneath the collage. They look at the notes placed on the wall by other learners.</p>
14.1	Experiencing and making: Nature Walk	<p>*Take the learners for a walk around the school and ask them to collect objects from nature and take pictures.</p> <p>*Remember to explain to the class that they should not pick growing things but collect things that are on the ground.</p> <p>*Remind learners about the dangers of touching objects when they don't know where they have come from.</p> <p>*Once learners have collected the objects, return to the classroom and ask learners to use the magnifying glasses to look more closely at their objects</p>

ART & DESIGN SCHEME OF WORK

YEAR 6 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	Experiencing: art and the past	<p>Show learners three or four contrasting images of landscapes from different eras.</p> <p>*The landscapes can be a mixture of paintings and photographs, at least one image should be of a local scene.</p> <p>*Learners discuss:</p> <ul style="list-style-type: none">• the location of the different scenes• the painter or photographers' intentions• what the image tells them about life in the past• the composition of the image. <p>Learners identify in the images, examples of the following elements of landscape composition:</p> <ul style="list-style-type: none">• background• foreground• horizon• the source of light• lines which lead the eye• natural features, for example a hill, lake or river• man-made features. <p>Images might include:</p> <ul style="list-style-type: none">• Pieter Breughel the Younger, Summer: The Harvesters (1623)• John Constable, The Hay Wain (1821)• Katsushika Hokusai, The Great Wave (1829–33)• Thomas Gainsborough, Mr and Mrs Andrews (c 1750)• Kitty Lange Kielland, Efter solnedgang (1885)• Winifred Knights, Italian Landscape (1921)• Berenice Abbott, Pike and Henry Streets Manhattan (1936)• Arthur Rothstein, Farmer and Sons Walking in Dust Storm (1936)• L. S. Lowry, Industrial Landscape (1955)

WEEK	TOPIC	TOPIC DETAILS
2.1	Experiencing and thinking and working artistically: experimenting with composition	<p>*Learners make rough sketches of the natural features from one of the paintings or photographs they have seen.</p> <p>They experiment with the composition by:</p> <ul style="list-style-type: none"> • adding man-made features that they would expect to see if this painting or photograph was created today • changing the scale of some features • removing some features. <p>*Features in modern landscapes might include tarmac roads, pylons, cars, tractors, street markings, modern farmhouses and buildings, road signs and advertising.</p> <p>*Learners give each other feedback and refine their work, for example rework sections of a drawing, use crayons, pastels or coloured pencils to add colour, erase excessive detail, etc.</p>
3.1	Experiencing: gathering visual information	<p>*Learners find their own example of a photograph or image of an artwork from the past of a local place with which they are familiar and which interests them.</p> <p>*Learners display their images in a mini-gallery.</p> <p>*Each learner should be prepared to explain why the image they have found attracts them and what it tells the viewer about the past.</p> <p>*Learners pick one image from the mini-gallery to use as inspiration for the next activity.</p>
4.1	TEST 1	ACROSS THE BOARD TEST 25th January 2021

WEEK	TOPIC	TOPIC DETAILS
5.1	Experiencing and making: painting landscapes in a naturalistic style	<p>*Learners pick one of the landscape photographs from the mini-gallery as an inspiration for their painting.</p> <p>*Learners plan their composition and select tools and materials for painting.</p> <p>*This activity is an opportunity for learners to use a new medium (for example acrylic paint) to paint a landscape from the past in a naturalistic or realistic style.</p> <p>*Learners practise mixing colours in their visual journals to use for the main parts of the painting, for example sky, grass, stone surfaces.</p> <p>*Ask learners to make notes in their visual journals of the combination of colours they use.</p> <p>*For this activity, learners are aiming to mix colours that are as close as possible to the colours of the actual object or element.</p> <p>*Encourage learners to experiment with mixing by using only two or three colours. They share and discuss the results with the whole group.</p> <p>*Remind learners that, in an effective composition, the elements are arranged in a meaningful way.</p> <p>*They may leave out some features in order to give emphasis to the main focus of their painting.</p> <p>*Learners paint their landscape, stopping at various stages so that they can gain feedback from you and from other learners. This also gives learners the opportunity to ask for advice, reflect on the quality of their work and refine it.</p>

WEEK	TOPIC	TOPIC DETAILS
6.1	Reflecting	<p>*Learners display their finished artwork on the wall along with the original photograph.</p> <p>*Learners take time to view all the artworks displayed together.</p> <p>*Learners work with a partner to review each other's work.</p> <p>*They write on a star (ideally a star-shaped sticky note) what they like best about their partner's painting.</p> <p>*Learners place the star next to the painting.</p> <p>*Learners might choose to write about one of the following:</p> <ul style="list-style-type: none"> • the colours that are used • the shapes and lines • the detail • the use of perspective. <p>Each learner writes on a square sticky note, how they might improve their own painting, for example:</p> <ul style="list-style-type: none"> • use a finer brush to sketch outlines • overpaint sections to correct errors • use lighter colours for the sky • clean the brush more often • give time for paint to dry.
7.1	Experiencing: landscapes in a non-realistic style	<p>*Learners work in small groups to create a mixed-media landscape using textiles and paper. *This activity gives learners the opportunity to be more imaginative and experimental.</p> <p>*Show learners paintings of landscapes that are less realistic and discuss what makes them distinctive and unusual. They discuss what media are used in the paintings and the style of the painting.</p> <p>Images might include:</p> <ul style="list-style-type: none"> • J. M. W. Turner, Rain, Steam and Speed – The Great Western Railway (1844) • Vincent van Gogh, Enclosed Field with Ploughman (1889) • Gabriele Munter, The Blue Mountain (1908) • Henri Rousseau, The Flamingoes (1907) • Joan Eardley, Harvest (1960) • Uzo Egonu, Northern Nigerian Landscape (1964) • Julian Opie, Siren Radio Traffic (2000) <p>Images using mixed media might include:</p> <ul style="list-style-type: none"> • Paul Nash, Landscape at Large (1936), (collage of envelope, pine bark and shale) • David Hockney, Pearblossom Highway (1986), (photographic collage) • Mark Bradford, Los Moscos (2004), (collage from discarded paper fragments) • Mike Bernard, Trafalgar Square (2016), (acrylic and paper)

WEEK	TOPIC	TOPIC DETAILS
7.2	Experiencing and making: the mixed-media landscape	<p>*Learners work in small groups of three or four.</p> <p>*They create an imaginative landscape that:</p> <ul style="list-style-type: none"> • celebrates their local area as it is now • combines acrylic paints with paper and/or textiles • draws inspiration from Impressionism, Post-Impressionism, Expressionism, Surrealism or Primitivism • creates a link with the past by using stories cut out of the local newspaper or their own photographs to form the shape of some features such as hills, buildings, walls or vehicles • possibly uses fabric or string to highlight features in their painting. <p>*Learners manage their time independently to plan, select mixed media, paint, cut and stick. *They stop making their artwork at regular intervals in order to discuss, review and refine their work.</p>
7.3	MID – TERM BREAK	MID – TERM BREAK 17th-19th February 2021
8.1	Reflecting	<p>*Learners show their completed landscapes to the whole group and explain their choice of design and media.</p> <p>*Learners include a photograph of their finished artwork in their visual journals and write a critique, which includes a suggestion of what their artwork might tell future generations about their area.</p>

WEEK	TOPIC	TOPIC DETAILS
9.1	Thinking and working artistically and experiencing: found objects and the past	<p>*Display and discuss a selection of artworks that include or are inspired by objects that artists have found.</p> <p>*Found objects might include natural or man-made items. Include examples from different periods and some examples of trash art or junk art, (a sub-genre of found objects).</p> <p>Images might include:</p> <ul style="list-style-type: none"> • Mary Delaney, <i>The Sea Daffodil</i> (1778), (coloured paper mosaics) • Jane and Mary Parminster, <i>The Shell Gallery</i> (c.1785-1811) • Pablo Picasso, <i>Guitar</i> (1914) • Salvador Dali, <i>Lobster Telephone</i> (1936) • Henry Moore, <i>Animal Head</i> (1951) • Judy Chicago, <i>The Dinner Party</i> (1979) • Joseph Beuys, <i>The End of the Twentieth Century</i> (1985) • Damien Hirst, <i>The Physical Impossibility of Death in the Mind of Someone Living</i> (1991) <p>*Learners work in pairs or small groups to brainstorm examples of found objects that might be used in an artwork, that relate to their local areas.</p> <p>This might include:</p> <ul style="list-style-type: none"> • articles of clothing or food items that are made locally • books or maps about the area • local flora and fauna • local minerals • packaging with names of local shops • household items in most people homes. <p>*Ask each group or pair to choose two objects from their brainstorm that they think are inspirational or visually attractive in their own right and make a spontaneous rough sketch of them. The learners explain to the whole group:</p> <ul style="list-style-type: none"> • what their choices tell about their locality • how their choices might be arranged, for example each object as a single item or pre-positioned, on a chair, attached to a wall, on the floor, on a coloured sheet of paper, on a fabric sheet.
10.1	ASSESSMENT	MID YEAR ASSESSMENT WEEK 8th-12th March 2021

WEEK	TOPIC	TOPIC DETAILS
11.1	Making: multi-media artwork using found objects	<p>*Provide learners with a range of objects from the list above. The found objects might include:</p> <ul style="list-style-type: none"> • clothing (e.g. socks) made in local factories • old magazines or books about the local area • feathers found in local woodland • stones from the teacher’s garden • clean fast food packaging. <p>Learners work in pairs or small groups and select between one and three items and display them as a work of art.</p>
12.1	Reflecting: presentation of found objects	<p>*Learners write a caption on small cards with a title to accompany their artwork.</p> <p>*Learners present their artwork to the whole group and explain the title and how the artwork is linked to their local area or school.</p> <p>*The other groups give feedback. Learners record the feedback in their visual journals.</p>

ART & DESIGN SCHEME OF WORK

YEAR 6 - TERM 3

WEEK	TOPIC	TOPIC DETAILS
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WEEK	TOPIC	TOPIC DETAILS
1.1	Experiencing: art and change	<p>Discuss with learners how creating and viewing art and design can be more than just a pleasurable experience. It can also change the way we feel and behave.</p> <p>*Small groups of learners compete to identify 20 logos of famous companies and charities, for example fashion companies, car manufacturers, takeaways, overseas aid charities, environmental organisations.</p> <p>*Ask each group to pick two of the logos and describe what makes them memorable and what they represent to consumers. Learners discuss the logos.</p> <p>*Show learners a selection of images that were part of a successful marketing campaign or part of a campaign aimed at changing public feelings about an issue.</p> <p>*You might also include images from current campaigns for comparison.</p> <p>Images might include:</p> <ul style="list-style-type: none"> • Coca Cola, advertising (1940s) • UK Egg Marketing Board, Go to work on an egg (1950s) • Norman Rockwell, The Problem We All Live With (1964) • Steve McCurry, Afghan Girl (1984) • Bob and Roberta Smith, Make Art Not War (1997) • Banksy, Show me the Monet (2005) • NHS, Change4Life • Innocent Mpofu, Hey, I have to eat! (cartoon for social change) (2016) • Oxfam, Ripe for Change campaign poster (2018) • Veg Power, Eat Them to Defeat Them (healthy eating campaign) (2019) <p>*Learners work in pairs to analyse the images and suggest why they are successful.</p> <p>*Each pair might explore different aspects of the images, for example:</p> <ul style="list-style-type: none"> • composition – the main focus of the image, the inclusion of objects and people • the style – contemporary or evocative of different periods and/or cultures • colour • the inclusion of written words and their contribution • audience or consumer – who or what does the image influence? <p>Each pair report back their findings to the whole group.</p>

WEEK	TOPIC	TOPIC DETAILS
2.1	Making: the school or campaign poster or web page	<p>*This activity is an opportunity for learners to explore page layout for printed or electronic publications.</p> <p>*It is also an opportunity for learners to practise cartoon drawing or digital photography.</p> <p>Elements for the page might include:</p> <ul style="list-style-type: none"> • an image, for example a photograph, cartoon, line drawing, graphic design such as a logo • text: captions, headings, body copy, slogans, logos • colour and white space. <p>Demonstrate how elements can be arranged on the printed or web page. This might include:</p> <ul style="list-style-type: none"> • manipulating an image, for example scaling, adding effects, cropping • selecting an appropriate font style and size • positioning of images and text. <p>Learners choose to make either an advertisement or poster either:</p> <ul style="list-style-type: none"> • promoting their school or a school event • supporting a school campaign on health or an issue such as bullying. <p>Learners will need to consider:</p> <ul style="list-style-type: none"> • their target audience • their main message or selling point • the required response from the reader • the genre of art which will appeal to the target audience, for example a cartoon, a photograph, an abstract design.
3.1	TEST 1	ACROSS THE BOARD TEST 26th April 2021
4.1	Reflecting: presentation of posters or web pages	<p>*Learners present their advertisements or posters to the whole group for discussion.</p> <p>*They refine their work in light of feedback.</p> <p>*In order to get feedback from a wider group of learners, posters could be copied and distributed around the school or web pages could be uploaded to the school intranet.</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 reflecting: art and change – product design	<p>*Demonstrate the link between art and product design through discussion of the artistic skills and qualities needed by designers, for example creative skills, a good eye for detail, visual and spatial awareness, an ability to sketch, a willingness to experiment, good communication skills.</p> <p>*Learners play a game in pairs or small groups.</p> <p>*Each learner is given a small object, for example a ballpoint pen, a pencil sharpener, a pencil case, a phone case, a sandwich box, a key fob, a notebook.</p> <p>*They have a minute to 'sell' the product to their group by describing:</p> <ul style="list-style-type: none"> • its colour, shape and style • what it is made from • its cost • how useful it is • how fashionable it is • how strong it is • if it is mass produced or an exclusive design. <p>Learners negotiate to select one object they like the most and show it to the whole group and explain their choice.</p> <p>*Show learners images of effective product design by designers from different periods and cultures. Encourage discussion about the products, their designers, what inspired the designs and if they still influence today's designers.</p> <p>Images might include:</p> <ul style="list-style-type: none"> • William Morris, Trellis wallpaper design (1862) • Earl R. Dean, Coke Contour Bottle (1915) • Marcel Breuer, The Wassily Chair (1925–6) • George Carwardine, The Anglepoise lamp (1932) • Pierre Jules Boulanger, Citroen 2CV (1948) • Lucienne Day, Calyx fabric design (1951) • Coco Chanel, Suit with collarless cardigan (1954) • Gillis Lundgren, IKEA three-legged, leaf-shaped side table (1956) • Leslie Buck, Greek Diner Coffee Cup (1963) • Margaret Calvert and Jock Kinneir, Road signs (1967) • Michael Graves, Tea Kettle (1984) • Philippe Starck, Alessi Juicy Salif (1990) • Sir Jonathan Ive, iPod (2001)

WEEK	TOPIC	TOPIC DETAILS
7.1	Thinking and working artistically and making a design	<p>*This activity is an opportunity for learners to practise using simple CAD or drawing software.</p> <p>*Learners design a product for the mass market. They should select a product:</p> <ul style="list-style-type: none"> • which they might use at school or at home, for example an item of school uniform, a school sports bag, ceramic mug, bicycle, purse, phone case, bracelet, sandwich box, wallpaper, furnishing fabric • which is environmentally friendly, for example made from sustainable materials, made from recycled materials, or up-cycles existing products. <p>Learners:</p> <ul style="list-style-type: none"> • carry out their own research in magazines and on the internet to gain ideas • make rough line drawings by hand showing at least three different ideas • discuss their ideas with a partner and choose one idea to develop • create a detailed coloured design either by hand or digitally, using a drawing software package • label their design with information, for example measurements, who might use it, its purpose, what material it is made from and how much it might cost in a shop.
8.1	Thinking and working artistically, experiencing and making	<p>*Learners are given free choice to create artwork to exhibit in a pop-up gallery.</p> <p>*Their choice should reflect the knowledge and skills they identified in the previous task.</p> <p>This artwork can:</p> <ul style="list-style-type: none"> • be 2D or 3D • use one or more media • use digital art, non-digital techniques or a mixture of the two • be realistic, surreal or abstract • be a development or refinement of artwork already carried out or something completely new and experimental • be created individually, in pairs or in small groups • reflect the theme of "How art has changed me!" <p>Suitable pieces of artwork might include:</p> <ul style="list-style-type: none"> • a sculpture using recycled material showing the learner's concern about the environment • an abstract painting inspired by a learner's feelings about art • a black and white photograph of another pupil working, demonstrating a personal interest in photography as art • an acrylic painting showing a personal appreciation of the Impressionist movement • a digitally-created cartoon character showing a personal interest in contemporary art culture • a graffiti design that shows an interest in using art in the local community. <p>The only limits to learners' ideas are time and resources. Learners work independently to research, design and produce the artwork.</p>

WEEK	TOPIC	TOPIC DETAILS
9.1	ASSESSMENT	END OF YEAR ASSESSMENT 7th-11th June 2021
10.1	Experiencing and reflecting	<p>*Learners plan and run a pop-up gallery of their artwork with the theme of "How art has changed me!"</p> <p>*Learners split into groups to discuss and prepare the exhibition and they agree on a plan. *Actions can be recorded on flipchart paper and displayed on the wall.</p> <p>*Learners use this plan as a checklist.</p> <p>*If learners have experience of visiting an exhibition in a local art gallery or museum, they can consider how the exhibition worked. Alternatively, they can explore some large art galleries online.</p> <p>Learners may decide to remain in the groups above to take responsibility for:</p> <ul style="list-style-type: none"> • displaying the artwork • advertising the exhibition • sending out invitations • showing visitors around and recording feedback from visitors. <p>*Learners could also take photographs or video clips of their pop-up gallery to show on the school website.</p> <p>*Learners ask visitors for feedback and record their comments.</p> <p>*Afterwards they share feedback from visitors with the whole group and discuss the success of their individual artwork and the pop-up gallery.</p>
11.1	EXPLORATION	*Learners has the opportunity to create an artwork of their choosing base on their previous activities.