Planning for the 'Arts'

Learning sequence structure: Each Focus Education MTP follows this structure PRIMARY national curriculum - Art and design.pdf

Stage 7:

Evaluate

Once completed, pupils should be encouraged to evaluate their final pieces, referring to how they have varied or added aspects to them. This should be in their sketchbooks.

Stage 5 and 6:

Create a final piece after making a draft

This is where the pupil is expected to use the knowledge gained to create their final piece based on the artist or technique being developed.

They should be encouraged to create a mock-up before the final piece.

This should be something they are aiming to put into an exhibition.



Stage 1:

Link it

This is a stage where we consider prior knowledge, links to personal experience or links to another subject. It is an important stage in relation to long-term memory.

> Art and Design -Stage-by-stage development

Stage 4:

Develop specific technique

Pupils use sketchbooks and attempt to capture the drawing or painting technique they are striving for. The quality of the outcome in the sketchbook should be high and not done in a quick and unthinking manner.



Research artist

This is where there is a focus on a specific artist. Pupils will be provided with some information but will be expected to conduct their own research.

Stage 3:

Research the genre

This is where pupils will be asked to research the specific genre, e.g., surrealism, watercolour, landscape etc. They may annotate some of the artist's work to develop this technique.

Our art philosophy: Process of an art unit: research --> experimentation --> outcome

- •Look at exisiting art forms in the genre. Retain knowledge of famous artists, genres and techniques.
- •For example, famous artworks (Picasso) or non-famous artworks (google images); first-hand experience in the natural world such artefacts and visits.
- •Key questions:
- •How has the artist achieved this effect?
- •How could I achieve this effect if I wanted to use it?
- •What is your emotional response to this piece of artwork?
- •How could you portray that in your piece?

Experimentation

Research

- •Try to re-create the desired effect used by the original artist/artefact in different ways. Develop knowledge of how to achieve an effect.
- •Specifically teach the skill required to achieve an effect and then experiment with it. For example, water effect: mix paint to create the colours of water and teach the teach of how to add that to the paper; experiement with adding pva glue, sand, oil, etc. to achieve a different effect.
- Key questions:
- •How did I achieve the effect?
- •Was it what I wanted?
- •If not could it be used to achieve in another outcome?



- •Use what has been learnt through the teaching of a specific 'skill' including the experimentation phase in to produce their own piece of artwork.
- •For example. I created my sea scape by using the water effects I discovered when I experimented with paint and oils.
- Provide opportunities to evaluate their artwork.
- Key questions:
- •Did I like what I achieved? Why? Why not?
- •How could I improve it if I was to do it again?
- •What key knowledge and skills have I learnt?
- •Could I take what I have learnt in this unit /outcome to my next piece of work?