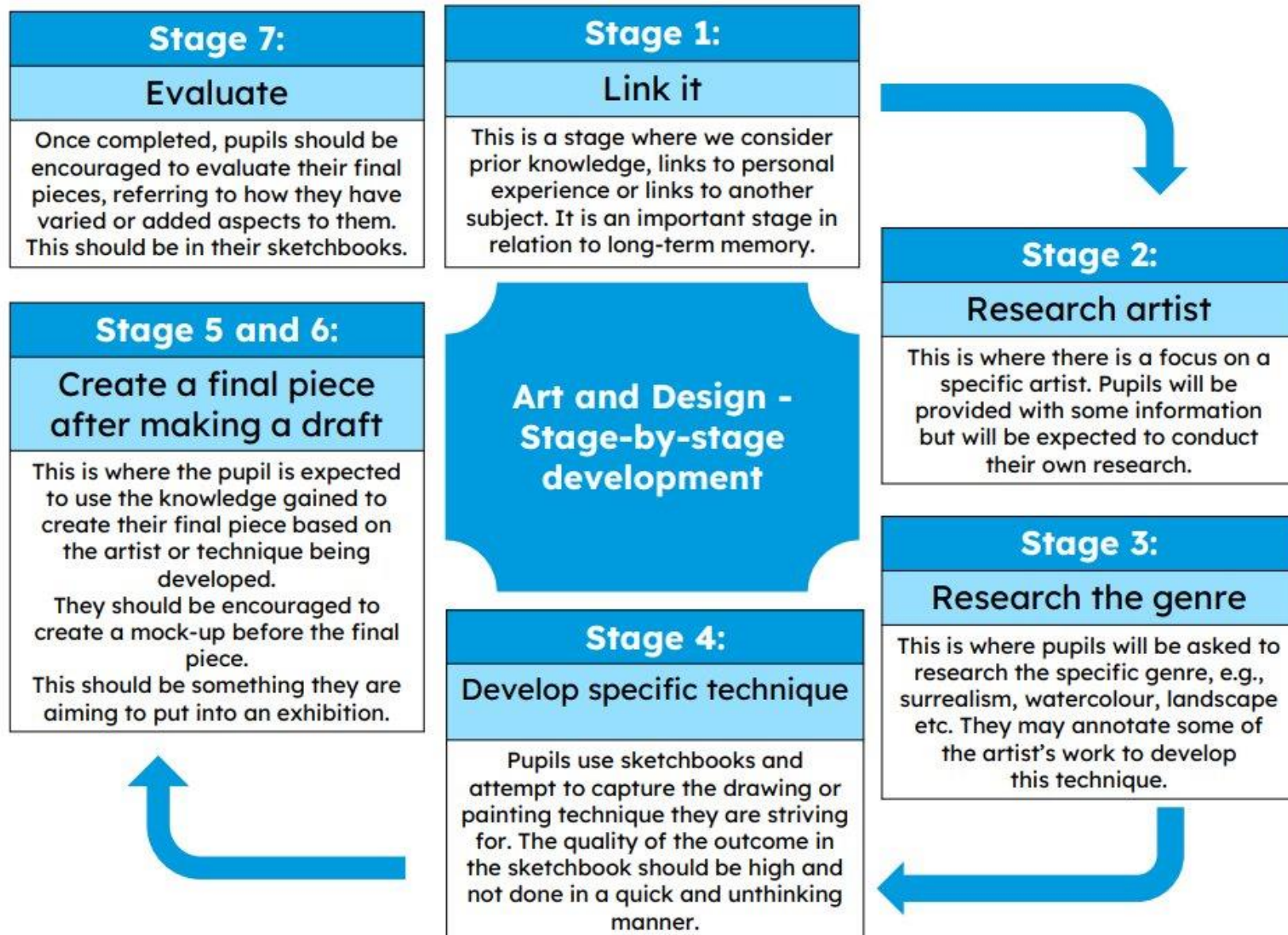


Planning for the 'Arts'

Learning sequence structure: Each Focus Education MTP follows this structure [PRIMARY national curriculum - Art and design.pdf](#)



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

Research

- Look at existing 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 as 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

- 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 technique of how to add that to the paper; experiment 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?

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 seascape 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?