



## Lansdowne School

### Schemes of Work – Art

#### **By the end of the Access pathway pupils will:**

- Show intention to create and develop a basic knowledge of the process of making.
- Purposefully make decisions through their choice of the formal elements (colour, line, tone, texture, shape, pattern, form)
- Make appropriate use of materials and techniques with some support
- Show some confidence in using a variety of learned processes
- Understand that ideas and feelings can be communicated through the use of colour, shapes and composition

#### **By the end of the M.1 pathway pupils will:**

- Use a growing art vocabulary
- Complete an artwork following an established pattern of activity (with some support)
- Understand that artworks have meaning and hidden messages that challenges us
- Respond to ideas and meanings using a variety of materials and processes
- Describe verbally and/or in writing what they think and feel about their own work and the work of others
- Suggest ways of improving their own work
- Working towards Arts Award Certificate: Discover

#### **By the end of the M.2 pathway pupils will:**

- Comment verbally and/or in writing differences and similarities in the work of others (compare and contrast)
- Identify and suggest ways of improving their own work and the work of others
- Plan, design and make images and artefacts with increasing problem solving skills and time management
- Complete an artwork following an established pattern of activity (with growing independence)
- Respond and explore ideas and meanings using a variety of materials and processes
- Develop ideas through purposeful investigations
- Working towards OCR Entry Level Art and Design or AQA GCSE Art, Craft and Design

#### **By the end of the M.3 pathway pupils will:**

- Respond to, explore and refine ideas
- Investigate visual and tactile qualities in materials and processes to communicate ideas and meanings
- Suggest ways of adapting and improving their own work and the work of others

- Research and collect visual and other information to help develop ideas through purposeful investigations
- Comment verbally and/or in writing differences and similarities in the work of others (compare and contrast)
- Complete an artwork following an established pattern of activity independently
- Working towards OCR Entry Level Art and Design or AQA GCSE Art, Craft and Design

**By the end of the M.4 pathway pupils will:**

- Comment verbally and/or in writing differences and similarities in meanings in the work of others (compare and contrast)
- Identify and suggest ways of improving their own work and the work of others
- Plan, design and make images and artefacts with good level of problem solving skills and time management
- Complete an artwork following an established pattern of activity (with growing independence)
- Respond and explore ideas and meanings using a variety of materials and processes
- Develop ideas through purposeful investigations
- Working towards Arts Award Certificate: Explore, Bronze, Silver, Gold

**By the end of the M.5 pathway pupils will:**

- Comment verbally and/or in writing differences and similarities in meanings and purpose in the work of others
- Select visual and other information to develop own work taking account of the purpose
- Manipulate materials and processes to communicate ideas and meanings and make images and artefacts, matching visual and tactile qualities to own intentions
- Analyse and comment on ideas, methods and approaches used in own work and the work of others, relating these to its context
- Adapt and refine own work to reflect own view of its purpose and meaning
- Working towards Arts Award Certificate: Explore, Bronze, Silver, Gold

<b>Learning Intention</b>	<b>Skills</b>	<b>Learning Strategies</b>
Practical Knowledge <ul style="list-style-type: none"> <li>• To experiment and develop different art making techniques through learning and exploring the formal elements: colour, line, tone, texture, shape, pattern, form</li> <li>• To understand, develop and present refined responses to their projects</li> </ul>	Painting, Drawing, Sculpture, Photography, Printmaking, Tapestry, Sewing, Puppetry, Mixed Media and various other art making techniques.  Pupils will use various art making techniques to develop and share their ideas, experiences, imagination and references to artists' work.  Pupils create in sketch books to record and track their experiences and observations and use them to review and revisit ideas and techniques.	Specific and adaptable seating plan per class.  Teaching Assistant briefed beforehand.  Calm and focused classroom environment.  Behaviour and classroom management.  Genuine praise and clear individual target setting.  Visual timetables. Zones of Regulation.  Revisit previous learning- consolidate and build on prior learning.

<ul style="list-style-type: none"> <li>• Develop creativity through exposure to different techniques and understanding of visual language and observational skills</li> <li>• Construct, develop and present ideas, build on prior knowledge</li> </ul>	<p>Pupils develop their skills:</p> <ul style="list-style-type: none"> <li>• Variety of mark making</li> <li>• Choice and decision making</li> <li>• Problem solving</li> <li>• Self-control</li> <li>• Hand-eye coordination</li> <li>• Fine/gross motor skills</li> <li>• Building independence</li> <li>• Building self-confidence</li> <li>• Self-discovery</li> <li>• Attention to detail</li> <li>• Observational skills</li> <li>• Follow a sequence of instructions</li> <li>• Pencil/paintbrush control</li> <li>• Identify and apply information from the use of a colour wheel</li> <li>• Mix colours to create different shades, secondary, tertiary and neutral</li> <li>• Predict which colour will be made when mixing colours</li> <li>• Use different grades of pencil to explore tone and textures</li> </ul>	<p>Adult modelling and step by step demonstrations.</p> <p>Give pupils processing time after instruction and ask them to repeat the instruction back.</p> <p>Step by step 'how to' resources with images and examples for practical activities.</p> <p>Engage pupils in the activity and support their focus by using keywords:</p> <ul style="list-style-type: none"> <li>• <b>Outline then inside</b> (when using paint brushes for watercolour/paint/other- to help brush/mark making control)</li> <li>• <b>Strong fingers/ strong hands</b> (to support pupils with sewing/pencil/brush/roller/tool control)</li> <li>• <b>No white bits</b> (to help ensure uniform colour)</li> <li>• <b>Water-paint-paper</b> (reminder to dip the paintbrush in water then watercolour then apply colour on paper)</li> <li>• <b>Dip-paint</b> (reminder to dip the paintbrush in the paint then apply the paint on paper)</li> </ul> <p>Access:</p> <ul style="list-style-type: none"> <li>• Once pupils' attention is directed towards the learning, pupils are given clear and simple instructions alongside a visual demonstration (one step at a time) - pupils are asked to repeat the instruction back.</li> <li>• Scaffolding and repetition of relevant keywords related to the activity to support learning.</li> <li>• Frequent reminders of what to do next</li> <li>• (<b>now...next timetable</b>- visual aid)</li> <li>• Redirect pupils to the task at hand, when necessary.</li> </ul> <p>M.1-3:</p> <ul style="list-style-type: none"> <li>• Pupils identify tools and materials needed to complete a task</li> <li>• Pupils complete an artwork following an established pattern of activity independently</li> </ul> <p>M.4-5:</p> <ul style="list-style-type: none"> <li>• Pupils can adapt and refine their own work to reflect their own view of its purpose and meaning, inspired by what they have learnt about artists and their practical experiences.</li> </ul>
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<p>Talking and Writing about Art</p> <ul style="list-style-type: none"> <li>• Pupils will learn about the work of a wide range of artists, craft makers and designers, relevant to their topics/projects as work progresses</li> <li>• Understand and interpret artists' and peers' work, subjects and themes</li> <li>• Develop an art vocabulary including names of techniques, artists, keywords</li> <li>• To demonstrate an understanding and analyses of visual language</li> <li>• Suggest ways of adapting and improving their own work and the work of others</li> <li>• <b>Compare &amp; contrast:</b> differences and similarities in their own work and the work of other</li> </ul>	<ul style="list-style-type: none"> <li>• Visual analysis of artworks:</li> <li>• Think, listen, observe, describe, explain, consider, interpret</li> <li>• Peer feedback and teamwork: <ul style="list-style-type: none"> <li>○ Communication and interaction</li> <li>○ Self confidence</li> <li>○ Turn taking</li> <li>○ Sharing</li> <li>○ Listening</li> <li>○ Responsibility</li> </ul> </li> <li>• Encourage imagination, creativity and oracy from pupils by asking them specific questions about an artwork (eg. Looking at the artwork and using your imagination: <b>where</b> is this umbrella? <b>how</b> do you think this umbrella ended up here? <b>who</b> do you think it belongs to? <b>what</b> do you think will happen next?)</li> </ul>	<p>Use of visuals and storytelling to engage pupils in relating and emphasising with the life and work of artists and their importance in Art History and Civilizations around the world.</p> <p>Engage pupils in art trips and workshops in art galleries and places of significant importance- talk, share and write about their experience once back in school.</p> <p>Access:</p> <ul style="list-style-type: none"> <li>• Pupils can comment and analyse their own work:</li> <li>• Wordbank with choice of emotions vocabulary grid to support pupils' self-expression (verbally and/or written/circle words)</li> <li>• Using visual aids, pupils are reminded to: "<i>Listen- think- wait- answer</i>" a question.</li> <li>• Use of '<b>wh</b>' <b>questions</b>: pupils are asked <b>what? who? where? when? how?</b> questions to support and expand their verbal and written communication.</li> <li>• Use of <i>spelling check, correct and practice</i> sheet.</li> <li>• Pupils use <i>Roll the Dice</i> game to get a question to ask their peer: <ul style="list-style-type: none"> <li>○ which colours/shapes can you see in the artwork?</li> </ul> </li> </ul> <p>M.1-3:</p> <ul style="list-style-type: none"> <li>• Peer to peer pair/group work: pupils use "<i>Talking about Art</i>" templates to help them with sentence starters.</li> <li>• Pupils use <i>Roll the Dice</i> game to get a question to ask their peer: <ul style="list-style-type: none"> <li>○ <i>To make an artwork like this I would need...</i></li> <li>○ <i>If I could ask the artist a question I would ask...</i></li> </ul> </li> </ul> <p>M.4-5:</p> <ul style="list-style-type: none"> <li>• Pupils compare and contrast artworks/artists style using compare and contrast prompts template.</li> <li>• Pupils use Bloom's questionnaire to support their writing about art, descriptive and reflective: <ul style="list-style-type: none"> <li>○ <i>remembering, understanding, applying, analysing, evaluating, creating.</i></li> </ul> </li> </ul>
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<p>Reflection and Evaluation</p> <ul style="list-style-type: none"> <li>• Remembering</li> <li>• Recalling</li> <li>• Describing</li> <li>• Understanding</li> <li>• Analysing</li> <li>• Emotional response to artworks and experiences</li> </ul>	<p>Pupils reflect on their practical activities:</p> <ul style="list-style-type: none"> <li>• <b>Describe</b> what they did</li> <li>• <b>What</b> tools/ materials they used</li> <li>• <b>How</b> they did the work</li> <li>• What they enjoyed/not enjoyed</li> <li>• Would they like to do it again</li> <li>• How looking at their final work makes them feel</li> <li>• What they would do different next time/what went well, even better if</li> </ul> <p>Pupils plan to teach an activity they have learned and practised to someone else:</p> <ul style="list-style-type: none"> <li>• Who will they teach it to (mum/friend?)</li> <li>• What tools/materials will they need?</li> <li>• What they will say/teach first, second, third</li> <li>• Pupils apply and consolidate their own practical knowledge</li> <li>• Develop responsibility, leadership skills, time management, communication and building pupils' self confidence</li> </ul>	<p>Access:</p> <ul style="list-style-type: none"> <li>• Pupils recall their own previous learning using a wordbank and descriptive prompts: <ul style="list-style-type: none"> <li>○ <i>"First, I did... then I did... lastly I did..."</i></li> </ul> </li> <li>• Use of photos to support pupils' memory and recall and describe activity <i>"what is happening in this photo? In this photo I am..."</i></li> <li>• Peer feedback: pupils choose and/or circle relevant words/sentences from a wordbank specific to activity to support meaningful peer feedback</li> <li>• Talking about art</li> </ul> <p>M.1-3:</p> <ul style="list-style-type: none"> <li>• Pupils describe and recall the steps (materials, tools, techniques, artists' that inspired them) they took to create an artwork, reflect on their emotional response towards their achievements and the work itself in relation to the starting point of the project</li> </ul> <p>M.4-5:</p> <ul style="list-style-type: none"> <li>• Pupils describe and recall the steps (materials, tools, techniques, artists' that inspired them) they took to create an artwork, reflect on their emotional response towards their achievements and the work itself in relation to the starting point of the project</li> <li>• Pupils use Bloom's questionnaire to support their writing about art, descriptive and reflective: <ul style="list-style-type: none"> <li>○ <i>remembering, understanding, applying, analysing, evaluating, creating.</i></li> </ul> </li> </ul>
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