

25 / 26 LTP Y1	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Journey 1   Confident Community Engagement</b>						
KS2/3 KS4/5	<b>Overarching Theme (Sensory Curriculum)</b> Ourselves		<b>Overarching Theme (Sensory Curriculum)</b> Creatures Great & Small		<b>Overarching Theme (Sensory Curriculum)</b> Toys	
	<p><i>Activities will start during 1st half term ( students will need time to complete their work)</i></p> <p>-Paint self-portrait from a photograph of themselves. Look carefully at the Photograph</p> <p>make mark making and explore the use of colours - paint and mixing</p> <p>getting familiar with the correct vocabulary to name parts of the body and emotions on faces</p> <p>Create collages/pictures using natural Materials.</p> <p>Andy Warhol</p>	<p><i>-Different Activities related the topic and appropriate to the students level</i></p> <p>Paint self-portrait from a photograph of themselves. Look carefully at the Photograph</p> <p>make mark making and explore the use of colours - paint and mixing</p> <p>getting familiar with the correct vocabulary to name parts of the body and emotions on faces</p> <p>Create collages/pictures using natural Materials.</p> <p>Andy Warhol</p>	<p><i>Activities will start during 1st half term ( students will need time to complete their work)</i></p> <p>Explore images of dragons and mythical creatures</p> <p>-use printing to create texture for background</p> <p>-use straws to blow paint , water to let the paint run , splashing etc</p> <p>-shapes to create the characteristics of the creatures</p>	<p><i>Different Activities related the topic and appropriate to the students level</i></p> <p>Explore images of dragons and mythical creatures</p> <p>-use printing to create texture for background</p> <p>-use straws to blow paint , water to let the paint run , splashing etc</p> <p>-shapes to create the characteristics of the creatures</p>	<p><i>Activities will start during 1st half term ( students will need time to complete their work)</i></p> <p>-Printing with Toys: Use various toys like toy cars, dinosaurs, or Lego bricks to create prints on paper with paint.</p> <p>-Painting Toys: Let children paint plastic toys with washable paint and then clean them off, exploring colors and textures.</p> <p>-Lego Printing: Use Lego bricks as stamps to create unique patterns and designs on paper.</p>	<p><i>-Different Activities related the topic and appropriate to the students level</i></p> <p>Printing with Toys: Use various toys like toy cars, dinosaurs, or Lego bricks to create prints on paper with paint.</p> <p>-Painting Toys: Let children paint plastic toys with washable paint and then clean them off, exploring colors and textures.</p> <p>-Lego Printing: Use Lego bricks as stamps to create unique patterns and designs on paper.</p>

Journey 2   Community Engagement and Employment Opportunities						
KS2/3	<p><i>Activities will start during 1st half term ( students will need time to complete their work)</i></p> <p><b>I Am An Artist, link to Humanities - History</b></p> <p><b>Introduction on Great Fire of London</b></p> <p>Overview:</p> <ul style="list-style-type: none"> <li>Introducing sketchbooks on how to create a timetable of events ( using art elements that could tell a story )</li> <li>experimenting with mark-making.</li> <li>Learning about primary colours.</li> </ul>	<p><i>Different Activities related the topic and appropriate to the students level</i></p> <p><b>I Am An Artist, link to Humanities - History</b></p> <p><b>Introduction on Great Fire of London</b></p> <p>Overview:</p> <ul style="list-style-type: none"> <li>Introducing sketchbooks on how to create a timetable of events ( using art elements that could tell a story )</li> <li>experimenting with mark-making.</li> <li>Learning about primary colours.</li> </ul>	<p><i>Activities will start during 1st half term ( students will need time to complete their work)</i></p> <p><b>Painting and Printing - William Morris- Link with Humanities- RE Exploring Hinduism</b></p> <p>-exhibition "Tulips and Peacock William Morris and Art from the Islamic World</p> <p>-influence of Indian Wallpapers design ( patterns )</p> <p>-use of primary colours and developing mixing techniques to make predictions ( learn to create dark and light colours without the use of white/black)</p> <p>-paint with various tools ( paintbrush, roller, hands etc)</p>	<p><i>Different Activities related the topic and appropriate to the students level</i></p> <p><b>Painting and Printing - William Morris- Link with Humanities - RE Exploring Christianity -</b></p> <p>-Theme and imagery in Morri's designs for stained glass, textiles, and church decorations</p> <p>-Design of the "VINE" frontal embroidery</p> <p>-use of primary colours and developing mixing techniques to make predictions ( learn to create dark and light colours without the use of white/black)</p> <p>-paint with various tools ( paintbrush, roller, hands etc)</p>	<p><i>Activities will start during 1st half term ( students will need time to complete their work)</i></p> <p><b>Oceans and Seas around the World link to Geography - islands</b></p> <p>- Painting and Textiles</p> <p>-Hukosai waves</p> <p>-Students will use various materials to create weaves and imaginary islands</p> <p>- Mix colours and talk about warm and cold colours linked to textures and create impression of waves</p>	<p><i>Different Activities related the topic and appropriate to the students level</i></p> <p><b>Oceans and Seas around the World link to Geography - islands</b></p> <p>- Painting and Textiles</p> <p>-Hukosai waves</p> <p>-Students will use various materials to create weaves and imaginary islands</p> <p>- Mix colours and talk about warm and cold colours linked to textures and create impression of waves</p>



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			-use nature materials to create textures using printing )	-use nature materials to create textures using printing )		
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Journey 3   Further Study and Skilled Work Opportunities						
KS2/3	<p><i>Activities will start during 1st half term ( students will need time to complete their work)</i></p> <p><b>Why do we make art ?</b>  <b>Picasso , Lascaux link with History</b>            -explore the purpose of art</p>	<p><i>Different Activities related the topic and appropriate to the students level</i></p> <p><b>Why do we make art ?</b>  <b>Picasso , Lascaux link with History</b>            -explore the purpose of art</p>	<p><i>Activities will start during 1st half term ( students will need time to complete their work)</i></p> <p><b>Sculpture - Link to History ( Totem-natural object or animals that is believed by societies to have spiritual</b></p>	<p><i>Different Activities related the topic and appropriate to the students level</i></p> <p><b>Sculpture - Link to History ( Totem-natural object or animals that is believed by societies to have spiritual</b></p>	<p><i>Activities will start during 1st half term ( students will need time to complete their work)</i></p> <p><b>Painting , Claude Monet, Link to Geography Flights ( views of landscapes)</b>            -use of perspective ( thinking on views from</p>	<p><i>Different Activities related the topic and appropriate to the students level</i></p> <p><b>Painting , Claude Monet, Link to Geography Flights ( views of landscapes)</b></p>

	<p>-study the cave painting and Guernica -use continuous line and consider the use of perspective</p>	<p>-study the cave painting and Guernica -use continuous line and consider the use of perspective</p>	<p><b>significance) , Michael Scrivens</b> -use tools and equipment in a safely way -use malleable materials - clay, modelling clay, papier-mache etc -create imaginary or realistic forms</p>	<p><b>significance) , Michael Scrivens</b> -use tools and equipment in a safely way -use malleable materials - clay, modelling clay, papier-mache etc -create imaginary or realistic forms</p>	<p>aeroplane/ hot air balloon etc) talk about what they have observed -use of primary/ secondary colours , mixing making predictions -talk about their work - process , what they like, changes need to be make etc</p>	<p>-use of perspective ( thinking on views from aeroplane/ hot air balloon etc) talk about what they have observed -use of primary/ secondary colours , mixing making predictions -talk about their work - process , what they like, changes need to be make etc</p>
<p>KS4/5 GCSE cohort</p>	<p><b>Key Components: creation of sketchbook showing research on formal elements,skills and personal style, artistic research, contextual understanding</b></p> <p><b>-Observation drawing</b></p>	<p><b>Key Components: creation of sketchbook showing research on formal elements,skills and personal style, artistic research, contextual understanding</b></p> <p><b>-Media and techniques experimenting</b></p>	<p><b>Key Components: creation of sketchbook showing research on formal elements,skills and personal style, artistic research, contextual understanding</b></p> <p><b>-Artist Research and Analysis studying the work</b></p>	<p><b>Key Components: creation of sketchbook showing research on formal elements,skills and personal style, artistic research, contextual understanding</b></p> <p><b>- Developing a personal</b></p>	<p><b>Key Components: creation of sketchbook showing research on formal elements,skills and personal style, artistic research, contextual understanding</b></p> <p><b>- Critical Thinking</b> <b>- Final Piece</b></p>	<p><b>Key Components: creation of sketchbook showing research on formal elements,skills and personal style, artistic research, contextual understanding</b></p> <p><b>- Critical Thinking</b></p>



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	<p>developing skills in drawing from natural forms and other sources</p> <p><b>- composition development</b></p> <p>creating compositions with backgrounds and using the work of artists to inspire ideas</p>	<p>with and developing proficiency in a range of art materials (drawing, painting, textiles, sculpture)</p> <p><b>-Color mixing and Application</b></p> <p>understanding and applying effective colour mixing and combinations</p>	<p>of artists, designers and craft people to inform and inspire personal work</p> <p><b>- Recording and Evaluating</b></p> <p>developing the ability to record observations and insights through drawing annotations and written analysis</p>	<p><b>style</b></p> <p>students will be encouraged to develop their strengths and interests exploring</p>	<p>final project development, allowing students to refine their ideas and to create their final piece possible focused on independent work and personalization</p>	<p><b>- Final Piece</b></p> <p>final project development, allowing students to refine their ideas and to create their final piece possible focused on independent work and personalization</p>
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26 / 27 LTP Y2	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
Journey 1   Confident Community Engagement						
KS2/3 KS4/5	<i>Overarching Theme (Sensory Curriculum)</i> Houses and Homes		<i>Overarching Theme (Sensory Curriculum)</i> Spring & Growth		<i>Overarching Theme (Sensory Curriculum)</i> On the Move	

	<p><i>-Activities will start during 1st half term ( students will need time to complete their work) Paper Bag Houses:</i> Transform brown paper bags into houses, decorating them with cut-out windows, doors, and details.</p> <p><i>-Model Houses:</i> Construct miniature houses using various materials like cardboard, popsicle sticks, or even clay.</p> <p><i>-Collage Houses:</i> Create collages using magazine clippings, fabric scraps, or other found objects to represent different aspects of a house.</p> <p><i>-Family Portrait Houses:</i> Decorate paper plates to resemble</p>	<p><i>-Different Activities related the topic and appropriate to the students level</i></p> <p>Paper Bag Houses: Transform brown paper bags into houses, decorating them with cut-out windows, doors, and details.</p> <p><i>-Model Houses:</i> Construct miniature houses using various materials like cardboard, popsicle sticks, or even clay.</p> <p><i>-Collage Houses:</i> Create collages using magazine clippings, fabric scraps, or other found objects to represent different aspects of a house.</p> <p><i>-Family Portrait Houses:</i> Decorate paper</p>	<p><i>-Activities will start during 1st half term ( students will need time to complete their work)</i> Andy Goldsworthy -use of natural materials to create patterns -explore the natural materials in school, - collage on printing surfaces - follow patterns and create patterns</p>	<p><i>Different Activities related the topic and appropriate to the students level</i> -Andy Goldsworthy -use of natural materials to create patterns -explore the natural materials in school, - collage on printing surfaces - follow patterns and create patterns</p>	<p><i>Activities will start during 1st half term ( students will need time to complete their work)</i> Eric Carle ( illustrations ) - talk about the main characteristics of the landscapes ( curve for mountains, waves for sea, straight lines for trees- jungle etc) -Explore paints, crayons as well as 3D materials such as beads, buttons, shells etc to create an abstract landscape sea, jungle, desert, cold icy place. They will use a range of tools, including fingers and hands to mark make in a range of materials.</p>	<p><i>Different Activities related the topic and appropriate to the students level</i> Eric Carle ( illustrations ) - talk about the main characteristics of the landscapes ( curve for mountains, waves for sea, straight lines for trees- jungle etc) -Explore paints, crayons as well as 3D materials such as beads, buttons, shells etc to create an abstract landscape sea, jungle, desert, cold icy place. They will use a range of tools, including fingers and hands to mark make in a range of materials.</p>
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	<p>houses, adding family members' faces to the windows or doors.</p> <p>Frida Kalho ( photographs of her house and family pictures )</p>	<p>plates to resemble houses, adding family members' faces to the windows or doors.</p> <p>Frida Kalho ( photographs of her house and family pictures )</p>				
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<u>26 / 27 LTP</u> Y2	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
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Journey 2 | Community Engagement and Employment Opportunities

<p>KS2/3</p>	<p>Activities will start during 1st half term ( students will need time to complete their work) <b>3D sculpture</b> <b>Andy Goldsworth</b> <b>Link to History</b> <b>exploring the topic of stone age to iron age</b> - Art work "enclosure" 1998, references the Iron Age specifically the Iron Age Structure known as a broch -explore patterns/shapes in nature -use of natural materials ( rice, pasta, seeds, sticks, leaves, flowers) -create an artwork using natural materials ( rice, pasta, seeds, sticks, leaves, flowers) -talk about the process/ materials , what they are proud of etc</p>	<p>-Different Activities related the topic and appropriate to the students level <b>3D sculpture</b> <b>Andy Goldsworth</b> <b>Link to History</b> <b>exploring the topic of stone age to iron age</b> - Art work "enclosure" 1998, references the Iron Age specifically the Iron Age Structure known as a broch -explore patterns/shapes in nature -use of natural materials ( rice, pasta, seeds, sticks, leaves, flowers) -create an artwork using natural materials ( rice, pasta, seeds, sticks, leaves, flowers) -talk about the process/ materials , what they are proud of etc</p>	<p>Activities will start during 1st half term ( students will need time to complete their work) <b>Painting</b> <b>Wassily Kandinsky</b> <b>linked to RE - Buddhism</b> -Kandinsky's painting "In the Circle" is cited as an example of his focus on the inner force of the circle and its connection to living wonder, potentially drawing inspiration from Buddhist symbolism of the circle representing wholeness and the cycle of life -learn and use patterns, shapes, colours , observe in everyday objects -talk about their favourite colour or pattern - create an artwork with patterns using mixed media ( tissue paper, coloured paper, oil pastels, paint, etc)</p>	<p>-Different Activities related the topic and appropriate to the students level <b>Painting</b> <b>Wassily Kandinsky</b> <b>linked to RE - Islam</b> -Kandinsky's travels to Tunisia in 1904-1905 exposed him to Islamic art and architecture, particularly the absence of representational imagery. This absence may have played a role in his shift towards abstract art and his exploration of the spiritual potential of non-figurative forms <b>-absence of representational imagery</b> -learn and use patterns, shapes, colours , observe in everyday objects -talk about their favourite colour or pattern</p>	<p>Activities will start during 1st half term ( students will need time to complete their work) <b>painting , printing</b> <b>Our school + Neighborhood</b> <b>Link with Geography+History - Zaha Hadid , Boyle Family</b> -look at architecture / map of the school through photographs -create art works with textures using printing and painting techniques</p>	<p>-Different Activities related the topic and appropriate to the students level <b>painting , printing</b> <b>Our school + Neighborhood</b> <b>Link with Geography+History - Zaha Hadid , Boyle Family</b> -look at architecture / map of the school through photographs -create art works with textures using printing and painting techniques</p>
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			-talk about each other's work	- create an artwork with patterns using mixed media ( tissue paper, coloured paper, oil pastels, paint, etc) -talk about each other's work		
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Journey 3   Further Study and Skilled Work Opportunities						
KS2/3	<p><i>Activities will start during 1st half term ( students will need time to complete their work)</i> <b>Drawing -Painting Vincent Van Gogh</b> <b>Link to science -nature , link to english ( Camille's Sunflower book)</b> -look and discuss the artwork "Sunflower" talk about colours, texture, technique</p>	<p><i>-Different Activities related the topic and appropriate to the students level</i> <b>Drawing -Painting Vincent Van Gogh</b> <b>Link to science -nature , link to english ( Camille's Sunflower book)</b> -look and discuss the artwork "Sunflower" talk about colours, texture, technique</p>	<p><i>Activities will start during 1st half term ( students will need time to complete their work)</i> <b>Painting, Printing Michael Tompsett</b> <b>Link to History ( Fire of London)</b> -colours , mixing colours -learn how to create tints and dark or light tones using black and white</p>	<p><i>-Different Activities related the topic and appropriate to the students level</i> <b>Painting, Printing Michael Tompsett</b> <b>Link to History ( Fire of London)</b> -colours , mixing colours -learn how to create tints and dark or light tones using black and white</p>	<p><i>Activities will start during 1st half term ( students will need time to complete their work)</i> <b>Collage , Kurt Schwitters , link to Science ( materials)</b> -collage on painted or printed surface -learn how to arrange patterns -use a range of mixed media</p>	<p><i>-Different Activities related the topic and appropriate to the students level</i> <b>Collage , Kurt Schwitters , link to Science ( materials)</b> -collage on painted or printed surface -learn how to arrange patterns -use a range of mixed media</p>

	<p>-use of primary/secondary colour , mixing, match colours of real flowers (observation) -sketching real flowers (anticipation)</p>	<p>-use of primary/secondary colour , mixing, match colours of real flowers (observation) -sketching real flowers (anticipation)</p>	<p>-show control on mark making, use of a range of painting techniques ( layers, mixing media, add texture )</p>	<p>-show control on mark making, use of a range of painting techniques ( layers, mixing media, add texture )</p>		
<p>KS4/5 GCSE cohort</p>	<p><b>Key Components:</b> creation of sketchbook showing research on formal elements,skills and personal style, artistic research, contextual understanding</p> <p><b>Observation drawing</b> developing skills in drawing from natural forms and other sources - <b>composition development</b> creating</p>	<p><b>Key Components:</b> creation of sketchbook showing research on formal elements,skills and personal style, artistic research, contextual understanding</p> <p><b>Media and techniques</b> experimenting with and developing proficiency in a range of art materials (</p>	<p><b>Key Components:</b> creation of sketchbook showing research on formal elements,skills and personal style, artistic research, contextual understanding</p> <p><b>Artist Research and Analysis</b> studying the work of artists, designers and craft people to inform and inspire personal work - <b>Recording and</b></p>	<p><b>Key Components:</b> creation of sketchbook showing research on formal elements,skills and personal style, artistic research, contextual understanding</p> <p>- <b>Developing a personal style</b> students will be encouraged to develop</p>	<p><b>Key Components:</b> creation of sketchbook showing research on formal elements,skills and personal style, artistic research, contextual understanding</p> <p>- <b>Critical Thinking</b> - <b>Final Piece</b> final project  development, allowing students to refine their ideas and</p>	<p><b>Key Components:</b> creation of sketchbook showing research on formal elements,skills and personal style, artistic research, contextual understanding</p> <p>- <b>Critical Thinking</b> - <b>Final Piece</b> final project  development, allowing students to refine their ideas and</p>



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	compositions with backgrounds and using the work of artists to inspire ideas	drawing, painting, textiles, sculpture) <b>-Color mixing and Application</b> understanding and applying effective colour mixing and combinations	<b>Evaluating</b> developing the ability to record observations and insights through drawing annotations and written analysis	their strengths and and interests exploring	to create their final piece possible focused on independent work and personalization	to create their final piece possible focused on independent work and personalization
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27 / 28 LTP Y3	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Journey 1   Confident Community Engagement</b>						
KS2/3 KS4/5	<b>Overarching Theme (Sensory Curriculum)</b> Our School		<b>Overarching Theme (Sensory Curriculum)</b> Journeys		<b>Overarching Theme (Sensory Curriculum)</b> Communities & Culture	
	- Activities will start during 1st half term ( students will need time to	- -Different Activities related the topic and appropriate to	Activities will start during 1st half term ( students will need time to complete their work)	-Different Activities related the topic and appropriate to the students level	Activities will start during 1st half term ( students will need	-Different Activities related the topic and appropriate to the students level



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	<p><i>complete their work)</i></p> <ul style="list-style-type: none"> <li>- Printing and painting on pictures of the school</li> <li>- Portrait painting of teachers</li> <li>- Exploring name s of teachers / textures</li> </ul>	<p><i>the students level</i></p> <ul style="list-style-type: none"> <li>- Printing and painting on pictures of the school</li> <li>- Portrait painting of teachers</li> <li>- Exploring name s of teachers / textures</li> </ul>	<p>use of shapes to create various transport linked to the correct area</p> <ul style="list-style-type: none"> <li>- explore of painting, printing, mark making</li> </ul>	<p>use of shapes to create various transport linked to the correct area</p> <ul style="list-style-type: none"> <li>- explore of painting, printing, mark making</li> </ul>	<p><i>time to complete their work)</i></p> <p><b>Collaborative Murals:</b> Community members, potentially with the guidance of professional artists, work together to paint a mural on a public space like a school, community center, or building wall.</p> <p><b>Themed Murals:</b> Murals can be designed around specific themes relevant to the community, such as local history, nature, or shared values like hope or friendship</p>	<p>Aboriginal Dot Painting: Explore the techniques and symbolism of Aboriginal art by creating dot paintings using natural pigments or other art materials.</p> <p>African Mask Making: Learn about the materials, styles, and cultural significance of African masks, and then create your own using paper mache, cardboard, or other craft supplies.</p>
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<u>27 / 28 LTP</u> Y3	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
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Journey 2 | Community Engagement and Employment Opportunities

<p>KS2/3</p>	<p>Activities will start during 1st half term ( students will need time to complete their work) <b>Painting colours black and white</b> <b>Colour and tones</b> <b>Pablo Picasso linked with Humanities - History Ancient Egyptians</b> -Picasso's print "L'Égyptienne" (1953) is a prime example of this influence, with the sitter's hairstyle and the print's two-dimensional quality reminiscent of Egyptian sarcophagi. The print also showcases Picasso's mastery of the sugar-lift aquatint technique -colours , mixing, observation -create tins and tones by mixing -observe the art works from Pablo Picasso period -create an art work inspired by "L'egyptienne"</p>	<p>-Different Activities related the topic and appropriate to the students level <b>Painting colours black and white</b> <b>Colour and tones</b> <b>Pablo Picasso linked with Humanities - History Ancient Egyptians</b> -Picasso's print "L'Égyptienne" (1953) is a prime example of this influence, with the sitter's hairstyle and the print's two-dimensional quality reminiscent of Egyptian sarcophagi. The print also showcases Picasso's mastery of the sugar-lift aquatint technique -colours , mixing, observation -create tins and tones by mixing -observe the art works from Pablo Picasso period -create an art work inspired by "L'egyptienne"</p>	<p>Activities will start during 1st half term ( students will need time to complete their work) <b>Painting , mixed medium linked to Humanities Re - Sikhism and Judaism</b> -explore objects and paintings related to the Sikhism and Judaism -use colours and shapes -use a range of medium ( paint, crayons, 3D materials, beads, buttons, shells) -create images using mixed medium to create a collage related to each religion</p>	<p>-Different Activities related the topic and appropriate to the students level <b>Painting , mixed medium linked to Humanities Re - Sikhism and Judaism</b> -explore objects and paintings related to the Sikhism and Judaism -use colours and shapes -use a range of medium ( paint, crayons, 3D materials, beads, buttons, shells) -create images using mixed medium to create a collage related to each religion</p>	<p>Activities will start during 1st half term ( students will need time to complete their work) <b>Drawing</b> <b>Leonardo Da Vinci , Gustav Klimt, Vincent Van Gogh, Andy Warhol</b> <b>Link to Humanities - Geography topic</b> <b>People influence the Modern Europe/ New Look /More than 5 minutes famous( explores )</b> -explore their facial features ( mirror) -observe portraits by a range of artists -learn how to draw facial features -draw self portrait using various materials ( painting /drawing on coloured paper, use pebbles , rice , past ect )</p>	<p>-Different Activities related the topic and appropriate to the students level <b>Drawing</b> <b>Leonardo Da Vinci , Gustav Klimt, Vincent Van Gogh, Andy Warhol</b> <b>Link to Humanities - Geography topic</b> <b>People influence the Modern Europe/ New Look /More than 5 minutes famous( explores )</b> -explore their facial features ( mirror) -observe portraits by a range of artists -learn how to draw facial features -draw self portrait using various materials ( painting /drawing on coloured paper, use pebbles , rice , past ect )</p>
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Journey 3   Further Study and Skilled Work Opportunities						
KS2/3	<p>Activities will start during 1st half term ( students will need time to complete their work)</p> <p><b>Painting, printing</b> <b>Hokusai</b> <b>Link to Geography</b> <b>Disasters</b></p> <p>-observe painting of Mount Fuji by Japanese artist Hokusai ( talk about techniques, using paint and wood block printing, -talk about capture mood and movement learn facts about Hokusai -use watercolours and acrylic to create images of sea to show mood and movement (</p>	<p>-Different Activities related the topic and appropriate to the students level</p> <p><b>Painting, printing</b> <b>Hokusai</b> <b>Link to Geography</b> <b>Disasters</b></p> <p>-observe painting of Mount Fuji by Japanese artist Hokusai ( talk about techniques, using paint and wood block printing, -talk about capture mood and movement learn facts about Hokusai -use watercolours and acrylic to create images of sea to show mood and movement (</p>	<p>Activities will start during 1st half term ( students will need time to complete their work)</p> <p><b>Drawing/sketching /sculpture</b> <b>Mayan Temple</b> <b>Link to History : Maya civilization</b></p> <p>- explore shapes, patterns,in the architecture of Maya Temple -use various techniques to build the temple -develop perspective, scale, proportion -select materials to build the temple and collect facts about the temple</p>	<p>-Different Activities related the topic and appropriate to the students level</p> <p><b>Drawing/sketching /sculpture</b> <b>Mayan Temple</b> <b>Link to History : Maya civilization</b></p> <p>- explore shapes, patterns,in the architecture of Maya Temple -use various techniques to build the temple -develop perspective, scale, proportion -select materials to build the temple and collect facts about the temple</p>	<p>Activities will start during 1st half term ( students will need time to complete their work)</p> <p><b>Texture, painting</b> <b>Ancient Egyptian Papyrus</b> <b>Link to history : Egypt</b></p> <p>-observe the Egyptian tomb, talk about patterns, hieroglyphics, gods, goddesses -draw god, goddesses -create papyrus paper and draw gods,goddesses on the papyrus paper</p>	<p>-Different Activities related the topic and appropriate to the students level</p> <p><b>Texture, painting</b> <b>Ancient Egyptian Papyrus</b> <b>Link to history : Egypt</b></p> <p>-observe the Egyptian tomb, talk about patterns, hieroglyphics, gods, goddesses -draw god, goddesses -create papyrus paper and draw gods,goddesses on the papyrus paper</p>

	<p>brushes and mark making tools) -printing with stencil, build, and layer images using foam and block printing techniques -create their own art piece using various printing techniques having as a topic Mount Fuji</p>	<p>brushes and mark making tools) -printing with stencil, build, and layer images using foam and block printing techniques -create their own art piece using various printing techniques having as a topic Mount Fuji</p>				
<p>KS4/5 GCSE cohort</p>	<p><b>Key Components:</b> creation of sketchbook showing research on formal elements, skills and personal style, artistic research, contextual understanding</p> <p><b>Observation drawing</b> developing skills in drawing from natural forms and</p>	<p><b>Key Components:</b> creation of sketchbook showing research on formal elements, skills and personal style, artistic research, contextual understanding</p> <p><b>Media and techniques</b> experimenting with and developing</p>	<p><b>Key Components:</b> creation of sketchbook showing research on formal elements, skills and personal style, artistic research, contextual understanding</p> <p><b>Artist Research and Analysis</b> studying the work of artists, designers and</p>	<p><b>Key Components:</b> creation of sketchbook showing research on formal elements, skills and personal style, artistic research, contextual understanding</p> <p>- Developing a personal style students</p>	<p><b>Key Components:</b> creation of sketchbook showing research on formal elements, skills and personal style, artistic research, contextual understanding</p> <p>- Critical Thinking - Final Piece final project</p>	<p><b>Key Components:</b> creation of sketchbook showing research on formal elements, skills and personal style, artistic research, contextual understanding</p> <p><b>Critical Thinking</b> - Final Piece final project</p>



**Art**  
**Action Plan & Report**

Vasiliki Katsarela  
25/28

	<p>other sources - <b>composition development</b> creating compositions with backgrounds and using the work of artists to inspire ideas</p>	<p>proficiency in a range of art materials (drawing, painting, textiles, sculpture) -<b>Color mixing and Application</b> understanding and applying effective colour mixing and combinations</p>	<p>craft people to inform and inspire personal work - <b>Recording and Evaluating</b> developing the ability to record observations and insights through drawing annotations and written analysis</p>	<p>will be encouraged to develop their strengths and interests exploring</p>	<p>development, allowing students to refine their ideas and to create their final piece possible focused on independent work and personalization</p>	<p>development, allowing students to refine their ideas and to create their final piece possible focused on independent work and personalization</p>
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