



IMPLEMENTATION



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Our units fully scaffold and support age appropriate sequenced learning, some of our units have been adapted to form cross-curricular links with our curriculum. Creativity and independent outcomes are robustly embedded into the units, supporting students in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupils.





Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required.





Planning

All modules contain unit outcomes and key skills which provide clear direction for teaching art and design. National Curriculum objectives are highlighted and teaching is supported by success criteria. This success criteria provides children with a framework for self assessment and teachers with a framework for feedback. Examples of work in planning resources also enable children and teachers to have a clear understanding of the what their end outcome could be.

Each plan contains an attention grabber, to anchor the children's interest, a main event, differentiation and a plenary.

Key vocabulary is also in planning and on Knowledge Organisers which are stuck in the children's sketchbooks.

	Learning Objectives	Before the lesson
		Watch
	· To explore how a drawing can be developed	Teacher video: Poem portrait
	 I can draw a portrait using the continuous line method 	 Papil video: Poem portrait
	 I can vary the size, shape and position of the words for interest 	 Pupil video: Creating a background Have ready
	 I can explore the way a background can 	 Sketchbooks/A4 paper
	change the effect of a drawing	 Pencils (one per pupil)
		A photograph of themselves or a mirror each
		 Tracing paper (one sheet per pupil and extra i children will require the option of tracing the photo – see Differentiation)
d		 A poem or piece of text that will form the outline of the portrait they create; this could b a poem you have studied as a class or simply list of words that the children think describes themselves
		 Plain or coloured paper for creating backgrounds on (see Main event)
		 Table coverings
		Equipment for painting; paint, brushes, water
		 Paper for collage – ideally a range of colours and textures
		Glue sticks / PVA
	Attentio	n grabber
	Ask the children to draw a pencil self-portrait in their sketchbooks, using a mirror or a photograph of themselves.	

They should draw in a continuous line, without taking their pencil from the paper and complete the exercise within five minutes. If they do take their hand from the paper they must put it back exactly where they left off. Some children may find it easier to trace a photograph of themselves and will need tracing paper to do so (see Differentiation).

Main event

Creating a written portrait outline

The children need to have a piece of text in front of them - this could be a poem or extract from a text they're

Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts and vocabulary.

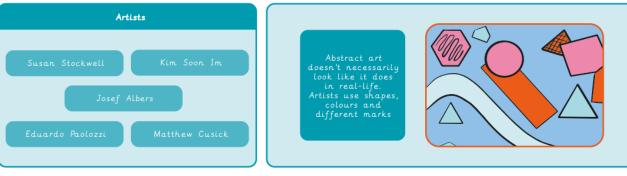
Year 2 - Craft and design

Abstract	Art where the subject doesn't necessarily look like it does in real life
Composition	Putting different elements together in a pleasing way
Curator	Someone who organises amd looks after collections in museums and galleries
Felt	A material made by laying fibres in different directions then squashing them together
Fibre	Threads of wool
Inspired	Feeling very interested and excited by something you have seen
Negative print	Ink will show the background of the tile rather than the drawn lines
Pattern	A design in which shapes, colours or lines are repeated
Stained glass	Colourful, decorative glass that makes a design
View finder	A tool used to help choose a composition









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Pupil videos are used to support teaching and learning in art and design. They are created by subject specialists to help pupils to see artistic techniques being modelled clearly. Teachers and children learn and apply skills together, discussing and comparing techniques and outcomes.









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Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD. These videos are used in the planning stages to provide ongoing CPD in art and design for staff so children are receiving high quality art teaching.

