

Black Beauty, Spirit and Seabiscuit - Autumn Term 1&2

Key Stage/Year	KS2
Approximate Number of Lessons and Term	Autumn Term 1 - 12 Autumn Term 2 - 16
Qualification/Exam (if applicable)	Working towards key content for KS1 and KS2, outlined within the National Curriculum. Developing understanding of fundamental art and design techniques and concepts to support progression to KS3.

Consideration of prior learning	Initial and diagnostic practical assessment to gauge understanding of prior knowledge, through verbal, written discussion and practical observations. SOW to be adapted to meet individual needs and skill level/understanding.
How will learners' knowledge, skills and understanding be checked at the start of the unit?	Initial and diagnostic practical assessment to gauge understanding of prior knowledge, through verbal, written discussion and practical observations. This will be documented within sketchbooks.

How will learners' knowledge, skills and understanding be checked at the end of the unit?	Review of sketchbooks which will include practical and written tasks completed by each student. This will be compared to the National Curriculum for KS1 and KS2 (depending on ability during initial assessment) to monitor progress.
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Learning Outcome	Approx. No. of Lessons	Potential Activities	Behaviour/Safety/Personal Development/SMSC Opportunities
Drawing: Experience creating and identifying a range of lines and Marks	4	<ul style="list-style-type: none"> ● Name, match and draw lines/marks from observations. ● Invent new lines. ● Draw on different surfaces with a range of media, pencils, erasers and crayons. <p>Higher achievers:</p> <ul style="list-style-type: none"> ● Make marks and lines with a wide range of drawing implements e.g., charcoal, pencil, crayon, chalk, pastels, pens etc. ● Experiment with different grades of pencil and other implements to create lines and marks. 	<p>Zones of regulation. Opportunities to participate in group discussion. Review patterns and mark making that links to a range of cultures and backgrounds.</p>
Drawing: Understanding Form and Shape within artwork	4	<ul style="list-style-type: none"> ● Observe and draw shapes from observations. ● Draw shapes in between objects. ● Invent new shapes. ● Review artists and their work (use of form and shape) <p>Higher achievers:</p> <ul style="list-style-type: none"> ● Experiment with different grades of pencil and other implements to create different forms and shapes. ● Begin to show an awareness of objects having a third dimension. 	<p>Opportunity to develop understanding to inform practical development. Self and peer-assessment. Building relationships with peers and teachers. Opportunities for peer learning. Exposed to artists from a range of cultures and backgrounds.</p>

<p>Drawing: Understanding Tone and Texture.</p>	<p>4</p>	<ul style="list-style-type: none"> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. Investigate textures by describing, naming, rubbing, copying. <p>Higher achievers:</p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way. Apply a simple use of pattern and texture in a drawing. 	<p>Opportunities for group work and peer learning. Self and peer-assessment Developing fine motor skills Promoting sensory and regulation strategies (techniques and practical methods used).</p>
<p>Drawing: Assessment</p>	<p>2</p>	<ul style="list-style-type: none"> Assess learners' understanding by conducting practical assessment covering key concepts and techniques learnt within the 'drawing' topic. Review that they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work. 	<p>Reflection Experience being in an assessment environment Building resilience. Experience setting targets.</p>
<p>Painting: Understanding primary and secondary colours (colour theory).</p>	<p>4</p>	<p>Colour theory:</p> <ul style="list-style-type: none"> Identify primary and secondary colours by name. Mix primary shades (adding black) and tints (adding white). Mix secondary colour. Mix and match colours to artefacts and objects. 	<p>Zones of regulation. Opportunity to participate in group work and discussion. Developing communication skills.</p>
<p>Painting: Understanding Properties and Scale when using painting mediums.</p>	<p>6</p>	<ul style="list-style-type: none"> Experience using acrylic and watercolour paints. Use a variety of tools and techniques 	<p>Adhering to safe working practices. Self and peer review. Zones of Regulation.</p>

		<ul style="list-style-type: none"> including different brush sizes and types. Working on different scales. 	<p>Opportunities to develop verbal and non-verbal communication skills. Building confidence and resilience Experience working independently.</p>
Painting: Creating effects and textures using paint mediums	4	<ul style="list-style-type: none"> Experiment with tools and techniques e.g., layering, mixing media and scraping. Create textured paint by adding sand/plaster. Creating final pieces using techniques learnt. 	<p>Opportunities to promote recall Adhering to safe working practices Building confidence and resilience. Sensory activities.</p>
Painting: Assessment	2	<ul style="list-style-type: none"> Name different types of paint and their properties. Create a final painting design using a given theme. Review that they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work. 	<p>Reflection Experience being in an assessment environment Building resilience. Experience setting targets</p>

<p>Possible Adaptations for Higher and Lower Achievers</p>	<p>Higher achievers: As specified above, students can expand on the learning outcome with more advanced techniques/concepts set as an extension task. Lower achievers: Scaffolding teaching strategies, 1-1 support with TA, extra time given to complete each task, dynamic assessment methods to gain understanding (particularly with less confident students), promoting peer learning with higher achievers, positive reinforcement, templates offered within drawing tasks.</p>
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National Curriculum for Art and Design**Key Stage 1: Pupils should be taught -**

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Stage 2: Pupils should be taught -

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.