

How this scheme of work links to school vision and values (wellbeing, independence, communication, achievement): All plans for Art are structured around the National Curriculum and aim to engage, inspire and challenge all pupils. This unit is a foundation block for the curriculum ensuring that students have a solid grounding in essential techniques and knowledge. It will train students in the necessary techniques to be able to produce creative work, explore ideas, think creatively and critically and become inventive.

	Topic	Learning Intentions	Tasks	Assessed LI (based on SOLAR descriptors)
W1	Mark Making – Capturing life -Use of line	Looking at the work of Willem de Koonig and Vincent van Gogh and identifying different types of line. Learning to produce different types of lines. NC link 1,2,3,4	Look at the work of de Kooning and van Gogh. Look for and identify different type of lines in their work. Replicate different types of line using different types of tools. Take full body photos of students for using them for tasks later on in the first half-term. <u>Resources:</u> Cards with line types and names Line bingo Line names for reproducing Different tools to produce lines	To develop an understanding of line and how it is used within art. <ul style="list-style-type: none"> • I can identify different types of lines. • I can make different types of lines. • I can use different tools to make different types of lines.
W2	Mark Making – Expressing emotions – line and colour	Looking at the work of Patrick Heron and Cy Twombly and how colour and lines are used to show emotion. NC link 1,2	Matching which colours match with which lines and emotions? Looking at and deciding what emotions do Heron and Twombly show in their painting. Recreating some examples of emotions using line and colour.	<ul style="list-style-type: none"> •To understand how to show emotion through line and colour. • I can match feelings to types of lines. • I can match feelings to colours. • I can make some examples of lines and colours showing feelings.

			<p><u>Resources:</u> Cards showing feelings Sheet with a feelings column in the middle with blank colour column on one side and a blank line in another. Equipment to produce lines and colours. Silhouette of the full body photo provided or arranged to a shape onto sheets of paper for supported students.</p>	<ul style="list-style-type: none"> I can fill my body silhouette with lines and colours.
W3	<p>Mark Making – Abstract and intuitive – Expressive lines</p>	<p>Looking at the work of Jackson Pollock and Niki de Saint Phalle and the techniques they use to create expressive marks and lines. NC link 1,2</p>	<p>Define what abstract art means. Define what expressive line and marks mean. Look at the lines and expressive marks that these artists make. Look at the techniques that they use to create these marks. <u>Resources:</u> Videos: Jackson Pollock action painting and The shooting paintings of Niki de Saint Phalle Equipment to do drip painting and shooting painting.</p>	<ul style="list-style-type: none"> To understand how to show emotion through using expressive line and mark-making. I can use the drip painting technique to make some lines. I can use the exploding paint technique to make some lines. I can work in a group to produce an expressive piece using these techniques.
W4	<p>Mark Making- Abstract and Intuitive – repeating marks and lines</p>	<p>Looking at the work of Eva Hesse and Yayoi Kusama and the techniques they use to create controlled, repetitive and systematic marks and lines. NC link 1,2</p>	<p>Define what controlled, repetitive and systematic line means. Look for examples in the works of these two artists. Look at techniques they use. Recreate these marks and lines. <u>Resources:</u> Video Yayoi Kusama</p>	<ul style="list-style-type: none"> To understand how to show emotion through line and colour. I can keep making the same marks. I can create an artwork using the same marks and line over and over again.

			<p>Dots cut out Dot printing blocks Silhouette of the full body photo provided or arranged to a shape onto sheets of paper for supported students.</p>	
W5	<p>Mark Making- Making your mark- Graffiti and graffiti inspired art</p>	<p>Looking at the work of Keith Herring and how he uses lines and marks in his work. Relating this to graffiti, tagging or signature marks and images on surfaces in public spaces. NC link 1,2</p>	<p>Define graffiti Look at different types of graffiti Look for example of Keith Haring's work and how he uses line and marks. Produce a Keith Haring style self-portrait using the photos earlier taken. <u>Resources:</u> Black and white photos Tracing paper to make stencils if needed Material for mark-making</p>	<ul style="list-style-type: none"> • To develop drawing skills when using line. <ul style="list-style-type: none"> • I can create lines and mark similar to Keith Haring. • I can experiment with making a tag. • I can complete a self-portrait in the style of Keith Haring.
W6	<p>Mark Making- Digital Marks</p>	<p>Looking at the work of Harold Cohen and other digital artists and how they use computer programming to create digital lines and marks in their work.</p>	<p>Define digital art Look at examples of digital art. Different ways of creating digital art. Use Ipad to create digital art. <u>Resources:</u> Ipads Procreate app</p>	<ul style="list-style-type: none"> • To develop drawing skills using and Ipad. • I can make some lines and marks on an Ipad • I can begin to use some of the drawing apps on the Ipad. • I can begin to use procreate.

Trips which accompany this topic: Trips to the Local park and The River Wandle