

UKS2 Teaching Sequence

All lessons should begin with a review of prior learning.

Sketchbooks	<b>Introduce the focus artist/ designer/ architect</b>	<b>Create an artist page in sketchbooks</b> <ul style="list-style-type: none"> <li>• Study of the artist - life, style of art, art media, period of art, influences for their work.</li> </ul>
	<b>Analyse Creative works (ACW)</b>	<b>Analyse the artists' work annotating images in their sketchbook</b> <ul style="list-style-type: none"> <li>• Make memory links to previous art lessons, artists with similar styles, similar subject</li> <li>• Describe the work of chosen artists, architects and designers in history ACW1.</li> <li>• Describe and explain the ideas, methods and techniques used to create artwork on a particular theme or genre (ACW2)</li> <li>• Recognise the art of key artists and begin to place them in key movements (ACW5).</li> </ul> <b>Create a personal response page in sketchbooks around the artwork</b> <ul style="list-style-type: none"> <li>• Explain how a piece of artwork makes them feel, explaining views by reference to visual elements (ACW3)</li> </ul> <b>Comment on artworks with a fluent grasp of visual language. (ACW4)</b> <ul style="list-style-type: none"> <li>• Introduce and define vocabulary for the unit</li> <li>• Add glossary or knowledge organiser to sketchbooks</li> </ul>
	<b>Experiment and investigate skills and techniques</b>	<b>Experiment and investigate in sketchbooks</b> <ul style="list-style-type: none"> <li>• Explore techniques in using colour, pattern, texture, line, shape, form and space with a range of media, tools and equipment (SB1)</li> <li>• Pupils to annotate their investigations using appropriate art vocabulary</li> </ul>
	<b>Plan</b>	<b>Plan /Design</b> <ul style="list-style-type: none"> <li>• Pupils plan/ design their own original piece of artwork influenced by the artist/artwork studied.</li> <li>• Select and record from first-hand experience, observation or imagination. Explore ideas for different purposes (DI1).</li> <li>• Collect information, sketches and resources and present ideas imaginatively in their sketch book. (SB2)</li> <li>• Annotate sketches/designs/moodboards to explain and elaborate ideas (SB3)</li> <li>• Apply artistic vocabulary to describe the skills, techniques and visual elements to be applied.</li> </ul>
	<b>Developing Ideas</b>	<b>Record and develop ideas</b> <ul style="list-style-type: none"> <li>• Create original pieces that show a range of influences and styles. (DI2)</li> <li>• Working from their plan, applying new techniques, skills and media independently.</li> </ul>

		<ul style="list-style-type: none"> <li>• Make all the necessary resources, equipment and materials that the pupils will need available. Encourage them to make appropriate choices when collecting everything they require to create their artwork.(correct sized paintbrushes, correct gradient of pencil,size and texture of paper,paint colours, type of paint)</li> <li>• Artwork to be completed over a number of lessons.</li> <li>• Adapt and refine own work in the light of self-evaluation (E1).</li> </ul>
	<b>Evaluate</b>	<p><b>Evaluate their own artwork.</b></p> <ul style="list-style-type: none"> <li>• Evaluate artwork to original intention adapting and refining own work in the light of self-evaluation (E1).</li> <li>• Compare and comment on ideas/methods/ approaches in own and others' work (E2).</li> </ul>
	<b>Refine</b>	<ul style="list-style-type: none"> <li>• Explain intentions when developing ideas, identifying any changes and improvements made as work progresses E3</li> </ul>
Sketchbooks	<b>Reflect</b>	<p><b>Reflection and re-cap of knowledge and skills</b></p> <ul style="list-style-type: none"> <li>• Photograph final outcome and add to sketchbook</li> <li>• Explain how studying other artists' work has influenced and developed their own. (E4)</li> <li>• Record reflections in sketchbook</li> </ul>
	<b>Exhibit the artwork</b>	<p><b>Exhibition</b></p> <ul style="list-style-type: none"> <li>• Decide with the Pupils how their art work will be celebrated and exhibited -through displaying in the classroom, adding photographs to twitter and the website, class art book, in assembly</li> <li>• Who will their artwork be shared with? How could they reach a wider audience?</li> <li>• Make links to the ways that artists exhibit their artwork to a wider audience through art galleries, on -line collections, exhibitions, street art, murals, sculpture park, outdoor exhibitions</li> </ul>