



**Pathway**  
**2-3**

**Year '6E1.2**  
**Rotation Year 1 of 3**  
(Please contact the Arts Faculty leader for further clarification on your child's learning path).

**Spring Term**  
**Course Title:** Art for Pleasure - Enrichment Art

**Learning Intention: Title: 6E1.2SPR Art, Craft & Design for Different purposes**

This Scheme of work is followed by pupils studying Art and Design for Pleasure in the Spring Term. Artists & designers need to be flexible when attending or supporting community clubs, making for art and craft events pupils **develop wider knowledge- of Careers related learning and working to a tight brief keeping within a time frame. Pupils develop their knowledge and creative skills through:**

- Making Directly and discussing the Pros and Cons of this quick method of working
- finding appropriate recycled materials and making a group Prop quickly
- Developing understanding of the benefits of spontaneous making & photographic research to aid Design ideas

**Learning Through quick decision making and fixed time pressure:**Inspiring pupils to work using initiative and problem solving quickly.

**Unit 2a 'Practical Set & Prop Making**

**Unit 2b ' Pop Art Patterned Sculptures'- for a Sculpture park**

**Pupils visit the Sculpture Park in Farnham in order to gain knowledge on how they can develop the surface and pattern effects of their own sculptures**

The purpose of this Scheme of work is to develop wider understanding of how

Accreditation: N/A

**Key knowledge that should be learned during this SoW**

All

Most

Some

<p><b>Concept:</b></p>	<p>Starting to:</p> <ul style="list-style-type: none"> <li>● To develop ability to make objects quickly under timed conditions for different purposes</li> <li>● To learn how to create sculpture following an immediate creative processes i.e. following step by step modelling</li> </ul>	<p>Improving the ability to:</p> <ul style="list-style-type: none"> <li>● To improve ability to make objects quickly under timed conditions for different purposes</li> <li>● To learn how to create and develop sculpture following an immediate creative processes i.e. following step by step modelling and adapting some parts of the process</li> </ul>	<p>Exploring the ability to:</p> <ul style="list-style-type: none"> <li>● To build on skills learnt in the Autumn term to make objects quickly under timed conditions for different purposes mostly independently</li> <li>● To learn how to create and develop sculptures following an immediate creative processes i.e. understanding a process and applying it in adapted ways to make a variant outcome</li> </ul>
<p><b>Knowledge:</b></p>	<p>Develop understanding of aspects of the following Knowledge:</p> <ul style="list-style-type: none"> <li>● To understand the concept of needing to work quickly</li> <li>● Show knowledge of some key making vocabulary</li> <li>● To show understanding of step by step tasks, what is expected</li> </ul>	<p>Develop a competent understanding of a range of the following Knowledge:</p> <ul style="list-style-type: none"> <li>● Understand how to work quickly to meet a deadline</li> <li>● Show knowledge of key making process based vocabulary</li> <li>● To show understanding of step by step tasks, and how some can be adapted</li> </ul>	<p>Develop a confident understanding of a range of the following Knowledge:</p> <ul style="list-style-type: none"> <li>● Understand why we need to work quickly to meet a deadline</li> <li>● Show knowledge of a broad range of making process based vocabulary</li> <li>● To show knowledge of how to manipulate materials appropriately</li> </ul>

<p><b>Key Skills:</b></p>	<p>Develop ability to interact with or use a range of the following skills with support:</p> <ul style="list-style-type: none"> <li>● Cope with time constraint when making in 3D</li> <li>● To use some key making vocabulary to share ideas</li> <li>● To be able to follow step by step modelled tasks using recycled materials and reflect on outcomes</li> </ul>	<p>Develop a competent ability to use a range of the following skills with some support:</p> <ul style="list-style-type: none"> <li>● To make some adaptations due to time constraint when making in 3D</li> <li>● To use varied key making and process based vocabulary to share ideas with peers</li> <li>● To adapt some parts of step by step tasks with prompting and reflect on outcomes</li> </ul>	<p>Develop a confident ability to use a range of the following skills independently:</p> <ul style="list-style-type: none"> <li>● To make clear adaptations due to time constraint when making in 3D</li> <li>● To competently use varied key making and process based vocabulary to sharing ideas with the class</li> <li>● To adapt parts of step by step tasks with little prompting and initiate reflection on outcomes</li> </ul>
<p><b>Language and/or communication skills:</b></p>	<p>To start to use subject related language with some accuracy:</p> <p>Recycled/Job role/Team Building/Press /Pull/Pattern</p>	<p>To use subject related language with increased regularity and accuracy:</p> <p>Recycled materials/Attachable/Free Standing/Tear/Smooth/African</p>	<p>To explore subject related language with confidence and fluency:</p> <p>Sculpture Design/Profession/Set Designer/Equipment/Scrunch/Squash /Form/Aztec</p>

<p><b>Curricular Links</b></p>	<p>SMSC/PSHCE- personal development linked to career/vocational skills of being a designer or sculptor. Recycled sculptures and developing enjoyment of recycling materials artistically as a hobby. African and Aztec Art as inspiration, awareness of other cultures and ideas that can be learnt from their designs.</p> <p>Science and Design Technology materials and their use/application</p> <p>Maths ability to estimate sizes/quantities needed to work quickly i.e. length or masking tape, amount of News paper etc..</p> <p>Literacy-English Vocabulary -processed based</p> <p>All year 10 and 11 Drama SoW</p> <p>Spiral Learning linking to:</p> <p>Year 7 Art and Drama 'Tell me a Wild story'</p> <p>Year 8 Art and Drama 'Puppet, Props and Stunts'</p> <p>11.1 Art &amp; Design 'Exploring 2D and 3D design'- Pop Art and Recycling unit'</p> <p>6E1.1 Art and design 'Art, Craft and Design-Planning for an Event'</p>
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## Talking points

Pupils should be encouraged to discuss Art and Design/Fine Art jobs that they know and what they find interesting about them. Pupils should be encouraged to explore the world around them and visit museums and public art locations to discuss sculpture to broaden their language skills and awareness of other 3D making processes and materials. They should be encouraged to discuss what kind of person makes them.

Pupils should be encouraged to enjoy the art or 3D making with recycled materials as a hobby

## Implementation

Experiences are gained in the classroom as well as going to other on a trip to the sculpture park  
Visual resources provided and adapted to meet the appropriate step by step needs of pupils learning paths.  
Physical examples/demonstrations are given

**key Elements:** Developing Wider understanding of how Artists & designers need to be flexible when working with clients **developing wider knowledge- of Careers related learning working to a tight brief keeping within a time frame**

- Making Directly -Pros and Cons
- finding appropriate recycled materials and make a group Prop quickly
- Understanding of spontaneous making & photographic research to aid Design ideas

**Learning Through quick decision making and fixed time pressure:** Inspiring pupils to work using initiative and problem solve quickly.

- Pupils' responses to Set Design should be fast paced, develop their communication skills, and support coping with time pressure at work.
- Pupils follow the basic demonstrations - explore and adapt Pop Art ideas adding pattern inspired/ adapted from photographic research and African or Aztec Design

Assessment: Assessment forms part of the ongoing: teach, review, marking and planning cycle. Pupils are assessed on their ability to work with others helping to prepare them for the world of work

Peer Assessment-Pairs or group work-make a prop

# Impact

Core Outcomes:

1. Learn to adapt design ideas through active research-speaking to others
2. Learn to create simple large scale set pieces for a school performance
3. Quick group Prop Making recycled materials
4. Peer Assessment-Pairs or group work-make a prop
5. Learn to create a Patterned Pop Art Sculpture adapted/inspired by Aztec or African Patterns for a Sculpture Park design idea
6. Keyword Assessment -process based vocabulary knowledge

Wider Impact:

- Career Links-Gain knowledge and skills for following art and Design and Fine Art professional practice

- Career Links- Learn to experiment with a range of materials for a specific purpose or outcome
- Life Skills-To develop passion for 3D making as a hobby
- Life skills-To instil the use of recycled materials into general art practice
- Life sKills-To improve fine motor skills for 3D making building on the skills learnt in 6E1.1 unit Art, Craft and Design planning for an Event.