



Lacewood Art and Design Teaching Sequence

Stage 1

Explore an artist or artworks in the chosen discipline (i.e. Painting, Printing, Textiles etc). Children should use sketchbooks to make notes and evaluate some Art and Design from the chosen discipline.

- What do they like/not like about the artworks?
- How do they think the artist has created their artwork? (What techniques and materials have they used?)
- Do they think the artwork is successful in its aim (does it have a purpose? Has it got a message?)

Stage 2

Experiment with techniques in the chosen discipline.

(These should be in sketch books). In the case of 3D artworks etc, plans should be made in sketchbooks, followed by photographs of any prototype structures which can then be stuck in sketch books.

Stage 3

From the experiments in sketchbooks, plan a finished piece of art (decide which materials and techniques you will use). A rough layout, colours that will be used and scale of the artwork could also be planned in sketchbooks.

Stage 4/5

Work on finished Artwork for display. A photograph/photocopy of individual children's artwork can be added to sketchbooks if work is being used for display.

Please note: (Some aspects may take longer than others, so this is a rough guide. However, the sequence should be taught in the above order, regardless of how long each element takes).

Stage 6

Evaluation of what worked and what could be improved.

Work samples should be saved and labelled (photocopies/photographs acceptable). This work will then be passed to the Art lead to add to the Art and Design portfolio / online gallery.

Developing Drawing Skills

Drawing should take part throughout all units of work. Stand alone drawing lessons could be used to enhance any drawing skills and techniques. Drawing skills could also be practised as part of cross-curricular work.

Sketchbooks

Sketchbooks are a vital part of Art and Design for children, they should not be marked, but used as a working book of the children's ideas, sketches and experiments relating to the aspect of Art and Design they are studying.

In KS2 sketchbooks should include annotations from the children of their evaluations, ideas and use of key vocabulary.

Assessment

- Assessments should be made from evidence in sketchbooks and observations of how the children work on their projects and evaluate their own and others work.
- The art progression document should be used for ensuring steps are covered over the year. Key year group questions for assessment purposes are also included within this document.
- Termly assessment records completed after a unit of work.