	Week 1	Week 2	Week 3	Week 4	Week 5
Art/DT	**Objective**: Study Renaissance Art (Botticelli) **Success Criteria:** **Support:** S7 Working in 2 or 3 dimensions they may intentionally represent or symbolize an object or emotion. They purposefully choose colours or techniques. Talks about their own work. Look at the artwork of different styles and cultures. S8 They know that paintings, drawings and sculptures have meanings. **Core:** S10 To use and apply a range of materials creatively. To show interest in a range of artists, craft makers and designers work. **Extension:** S12 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To combine their experiences, ideas and imagination in drawings, paintings and sculpture. LOtC: Do an art attack style activity SMSC: Work in small groups Using IT: Use art programs on the IWB to practice mark making etc **Suggested Activities:** • Look at 'Primavera' by Botticelli • Research who the people/characters are in the painting • Paint or cut out trees from black paper to make a background • Paint or use pastels or chalks to draw the figures	**Objective**: Study Renaissance Art (Leonardo da Vinci) **Success Criteria**: **Support:** S7 Working in 2 or 3 dimensions they may intentionally represent or symbolize an object or emotion. They purposefully choose colours or techniques. Talks about their own work. Look at the artwork of different styles and cultures. S8 They know that paintings, drawings and sculptures have meanings. **Core:** S10 To use and apply a range of materials creatively. To show interest in a range of artists, craft makers and designers work. **Extension:** S12 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To combine their experiences, ideas and imagination in drawings, paintings and sculpture. LOtC: Do an art attack style activity SMSC: Work in small groups Using IT: Use art programs on the IWB to practice mark making etc https://www.youtube.com/watch?v=eEy0njL4DDI **Suggested Activities:** • Look at 'Mona Lisa' by da Vinci • Give students a cut out of her face and ask them to choose materials to create the background	**Objective**: Study Renaissance Art (Michelangelo) **Success Criteria**: **Support:** S7 Working in 2 or 3 dimensions they may intentionally represent or symbolize an object or emotion. They purposefully choose colours or techniques. Talks about their own work. Look at the artwork of different styles and cultures. S8 They know that paintings, drawings and sculptures have meanings. **Core:** S10 To use and apply a range of materials creatively. To show interest in a range of artists, craft makers and designers work. **Extension:** S12 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To combine their experiences, ideas and imagination in drawings, paintings and sculpture. LOtC: Do an art attack style activity SMSC: Work in small groups or pairs, have one model and a painter then swap roles Using IT: Use art programs on the IWB to practice mark making etc https://www.youtube.com/watch?v=tSG4oleq_us **Suggested Activities:** • Look at the paintings of Michelangelo • Tape large sheets of baking/greaseproof paper to the underside of desks alongside a colour copy of "Adam". Ask the students to sketch a copy of the painting onto the paper.	**Objective**: Make a prop/ props for a production of Macbeth. **Success Criteria**: **Support:** Design S6 Suggest the colour and/or shape of a product. Make: S5 Combine 2 chosen materials to make a product. S6 Create a product using a basic tool. Evaluate: S5 Demonstrate preferences. S6 Begin to offer responses to making activities. S7 Communicate prefences. **Core:** Design S9/10 Design a product based on 1/2/3 specific criteria. Make: S9 Select from a choice of two tools and use to perform a specific practical task. Choose from cutting, shaping, joining and finishing. With direction, select from and use a range of materials and components according to their given characteristics, e.g. construction materials, textiles and ingredients. Evaluate S9 With support, evaluate ideas and products against one or two specific design criteria. **Extension:** Design S12 Generate develop, model and communicate ideas through two of the following methods: discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Make: Select from a choice of two tools and use with increased accuracy to perform practical tasks including cutting, shaping, joining and finishing. Evaluate: S11 Independently explore and communicate a simple evaluation of a range of products. Evaluate ideas and products against design criteria. LOtC: Collect materials from outside. SMSC: Working within pairs and small groups, collaborative working. Using IT: Use the internet to research stage props. **Suggested Activities:** • Make a cauldron • Make a dagger • Make a crown	**Objective**: Design a stage set for a production of Macbeth. **Success Criteria**: **Support:** Design S6 Suggest the colour and/or shape of a product. Make: S5 Combine 2 chosen materials to make a product. S6 Create a product using a basic tool. Evaluate: S5 Demonstrate preferences. S6 Begin to offer responses to making activities. S7 Communicate prefences. **Core:** Design S9/10 Design a product based on 1/2/3 specific criteria. Make: S9 Select from a choice of two tools and use to perform a specific practical task. Choose from cutting, shaping, joining and finishing. With direction, select from and use a range of materials and components according to their given characteristics, e.g. construction materials, textiles and ingredients. Evaluate S9 With support, evaluate ideas and products against one or two specific design criteria. **Extension:** Design S12 Generate develop, model and communicate ideas through two of the following methods: discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Make: Select from a choice of two tools and use with increased accuracy to perform practical tasks including cutting, shaping, joining and finishing. Evaluate: S11 Independently explore and communicate a simple evaluation of a range of products. Evaluate ideas and products against design criteria. LOtC: Design an outdoor set. SMSC: Working within pairs and small groups, collaborative working. Using IT: Use ICT programs to make designs. Use the internet to research modern and older stage sets. **Suggested Activities:** • Choose a scene from Macbeth then think about the mood of that scene. Which characters are present? What has just happened? What is about to happen? • How can we convey mood/atmosphere in the scene you design?

	Week 6	Week 7	Week 8	Week 9	Week 10
	Objective: Study art from the WW2 period.	**Objective**: Study art from the WW2 period.	**Objective**: Study film posters & advertising	**Objective**: Study theatre posters.	**Objective**: Research special effects, compile some sketches & art work showing before and after the effect has been added.

Week 6

Objective: Study art from the WW2 period.

Success Criteria:
Support: S7 Working in 2 or 3 dimensions they may intentionally represent or symbolize an object or emotion.
They purposefully choose colours or techniques.
Talks about their own work.
Look at the artwork of different styles and cultures.
S8 They know that paintings, drawings and sculptures have meanings.
Core: S10 To use and apply a range of materials creatively.
To show interest in a range of artists, craft makers and designers work.
Extension: S12 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
To combine their experiences, ideas and imagination in drawings, paintings and sculpture.
LOtC: Do an art attack style activity
SMSC: Work in small groups
Using IT: Use art programs on the IWB to practice mark making etc

Suggested Activities:

Week 7

Objective: Study art from the WW2 period.

Success Criteria:
Support: S7 Working in 2 or 3 dimensions they may intentionally represent or symbolize an object or emotion.
They purposefully choose colours or techniques.
Talks about their own work.
Look at the artwork of different styles and cultures.
S8 They know that paintings, drawings and sculptures have meanings.
Core: S10 To use and apply a range of materials creatively.
To show interest in a range of artists, craft makers and designers work.
Extension: S12 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
To combine their experiences, ideas and imagination in drawings, paintings and sculpture.
LOtC: Do an art attack style activity
SMSC: Work in small groups
Using IT: Use art programs on the IWB to practice mark making etc

Suggested Activities:
- Compare propaganda posters from the war with modern advertising.
- What are the differences and similarities?
- Do they have the same message?

Week 8

Objective: Study film posters & advertising

Success Criteria:
Support: S7 Working in 2 or 3 dimensions they may intentionally represent or symbolize an object or emotion.
They purposefully choose colours or techniques.
Talks about their own work.
Look at the artwork of different styles and cultures.
S8 They know that paintings, drawings and sculptures have meanings.
Core: S10 To use and apply a range of materials creatively.
To show interest in a range of artists, craft makers and designers work.
Extension: S12 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
To combine their experiences, ideas and imagination in drawings, paintings and sculpture.
LOtC: Do an art attack style activity
SMSC: Work in small groups
Using IT: Use art programs on the IWB to practice mark making etc

Suggested Activities:
- Research the poster for your favourite film and re-create it
- Design your own film poster

Week 9

Objective: Study theatre posters.

Success Criteria:
Support: S6 Shows an interest in displayed collections. S7 Look at the artwork of different styles and cultures.
Core: S9 To observe a range of artists, craft makers and designers work.
Extension: S14 To be aware of different Art styles and cultures.
LOtC: Think about theatre posters are displayed outside.
SMSC: Collaborative working in pairs or small groups.
Using IT: Use the internet to research posters.
Suggested Activities:
- Research the poster for a famous play and re-create it
- Design your own theatre poster
- Visit the Corn Exchange to look at the posters displayed there.

Week 10

Objective: Research special effects, compile some sketches & art work showing before and after the effect has been added.

Success Criteria:
Support: S6 Shows an interest in displayed collections. S7 Look at the artwork of different styles and cultures.
Core: S9 To observe a range of artists, craft makers and designers work.
Extension:
LOtC: Go outside for inspiration, are there any seasonal changes in weather that we can look at to help us with the special effect e.g. mist in the mornings?
SMSC: Collaborative working in pairs or small groups.
Using IT: Use the internet to conduct research. Use programs that can add effects to photos or pictures.
Suggested Activities:
- Look at how to make a scene look spooky and scary for the witches scene.
- Look at how to make the moving woods of Birnham on Dunsinane Hill.
- Research stage make-up, possibly fake blood? Scars?

Week 11				**Suggested Home Learning**

Objective: To make a diary cover (Anne Frank)

Success Criteria:

Support: Design S6 Suggest the colour and/or shape of a product.
Make: S5 Combine 2 chosen materials to make a product. S6 Create a product using a basic tool.
Evaluate: S5 Demonstrate preferences. S6 Begin to offer responses to making activities. S7 Communicate prefences.

Core: Design S9/10 Design a product based on 1/2/3 specific criteria.
Make: S9 Select from a choice of two tools and use to perform a specific practical task.
Choose from cutting, shaping, joining and finishing. With direction, select from and use a range of materials and components according to their given characteristics, e.g. construction materials, textiles and ingredients.
Evaluate S9 With support, evaluate ideas and products against one or two specific design criteria.

Extension: Design S12 Generate develop, model and communicate ideas through two of the following methods: discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
Make: Select from a choice of two tools and use with increased accuracy to perform practical tasks including cutting, shaping, joining and finishing.
Evaluate: S11 Independently explore and communicate a simple evaluation of a range of products. Evaluate ideas and products against design criteria.

LOtC: Product testing outside for waterproofing?
SMSC: Collaborative working and research.
Using IT: Use the internet to research the designs of diaries over time. Compare old and new diaries.

Suggested Activities:

- Use the class copy of the Diary of Anne Frank as a template
- Experiment with different materials to make your diary cover
- What's important about the diary cover you will make? Does it need to be decorative? Lockable?

Visit art galleries
Look at advertising in our local area, what catches your eye?
Visit theatres and the cinema to look at posters
Research and/or read other famous diaries e.g. The diary of Adrian Mole, Diary of a Killer Cat, Dear Nobody, Diary of a Wimpy Kid, Z for Zachariah, I capture the Castle.

	Waterproof? Small? Easy to carry? Etc			