

Secondary Pre-Formal and Semi-Formal Curriculum  
Scheme of Work: Cycle C- Farm to Fork!

**My Creativity- Art and Design**

	Art and Design
<p><b>Learning Intentions</b></p> <p>Cherry Garden Creative Development</p>	<p>When considering the individual learning outcomes for art and design reference should be made to 'Fine Motor' section of <b>My Physical &amp; My Communication</b> as many aspects are based upon manipulative skills and choice making i.e. making a collage may involve choosing colour shape and form, cutting, arranging and positioning and then attaching- visual and perceptual/spatial skills are also involved in this process. An ethos of process and not end product is essential in allowing pupils to explore, investigate and engage. The 'process' theory will enable pupils to develop problem solving; follow models and routines; listen to and understand supported verbal instruction and direction; develop preferences; relax and support emotional well being; enjoy; develop a leisure pursuit for adulthood.</p> <p>The context of 'creating' can happen within many scenarios providing both indoor and outdoor learning opportunities. Key materials and techniques to include throughout annual planning cycles should include opportunities for 2D and 3D projects. They should incorporate a combination of sensory natural and manmade resources.</p> <p>2D: crayons; paint- poster, acrylic, UV reactive, glow in the dark, metallic, puffy paints; pastels; charcoal; felt tips; pencils; assorted colour, texture , pattern and reflective surfaces paper, card &amp; fabrics ; sand/glitter/sequins; easels; whiteboards &amp; chalkboards; acrylic boards &amp; washable surfaces i.e. windows, walls. Painting/mark making using tools, utensils and body parts.</p> <p>3D: mobiles; sculpture- static and moving; models; construction; junk box modelling; clay; wire; Modroc/plaster; papier mache; cardboard structures; weaving- frames, fabric, fences, willow; wood, plastics and tools.</p> <p><i>Cherry Garden- <b>Media and Materials:</b> Pupils will be able to use a range of simple construction materials to start to make planned structures such as lines and towers. Pupils will have a growing awareness of different colours and types of marks and experiment with changing these to engage in early drawing and painting activity. Pupils will start to notice changes of colour and explore creating new colours in various ways so that they are able to make choices when creating their own work. Pupils will show an awareness of different textures and respond differently to them, so that they are able to show their preferences. Pupils will be able to confidently make choices to create a piece of artwork of their choosing, combining materials, colours, shapes and structures to create their desired effects. Design Technology: Pupils will be able to use tools for a purpose with some modelling so that they can increase their independence in creating and making choices. Pupils will be able to use single adjectives and descriptive words to talk about creative activities so they can articulate their choices and communicate their ideas. Pupils will be able to plan a project using a simple structure, choose appropriate tools to carry out their project and say what they would do differently in simple terms. <b>Creative Expression</b> Pupils will start to make representation drawings to help communicate ideas and thoughts. (These will not necessarily look visually similar to what they represent) Pupils will be able to make simple representational images to communicate their ideas, thoughts and feelings. They will express themselves creatively in their preferred medium.</i></p>
<p><b>Suggested Teaching &amp; Learning Activities [small group 1:1] and Tool Kits</b></p>	<p><b>Farm to Fork!</b> The following ideas are based upon- My Communication sensory story, 'Give me my yam'.</p> <div style="border: 1px solid black; padding: 10px;"> <p>2D- Explore the texture of vegetables grown in the Caribbean and African countries e.g. cassava, yam, sweet potatoes, plantain- print with textured paints to make vegetable collage and banners. Mash banana and plantain and add food colouring to make edible textured 'food paint' to mark make with. Painting with the 'wind'- using watered coloured paint to drip onto paper and blow into patterns with hand held battery fans and large electric desk fan on single switch access.</p> <p>3D- Modroc river, large swathes of flowing Modroc sheets to mould and paint or collage with fabric/paper for a classroom display. Create wire sculpture eagles- wrapping around containers as a pattern and adding features. Eagle masks- feathers and blank templates to add to. Visit a local bird sanctuary [Kirby Whisk] to look at birds of prey and eagles- perhaps they may visit?</p> </div>