**INTRO TO : Artsy Craftsy Beans TERM ONE**

**5hours/week 12 weeks**

**The course will deliver an introduction to the world of Arts and Crafts with an emphasis on self-reflection and self-discovery.**

**It will encourage learners to use various techniques, genres, and resources to depict themselves, their lives and each other.**

**It will introduce learners to the Grand Masters in a way which makes them accessible – i.e. through line art and collage.**

**It will encourage learners to see and feel that art is for everyone and that simplicity is powerful.**

**It will deliver an introduction to the history of art by sharing art from Ancient Egypt, China and a variety of forms.**

**It will challenge learners to think about their loves, hates and how they feel they present themselves to the world by using photographs and objects which they feel represent them/their world.**

**The course will make a significant contribution to Achievement Day at the end of the 35 week period.**

**It will encourage teamwork and social inclusion with several outings incorporated into the curriculum.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Objective** | **Activities/ Task** | * **Learning outcomes** |
| Week 1.  (5hrs ) | Induction of all students to the course | Course information-requirements  Enrolment forms  Student handbook  Complete a baseline assessment  ILPs target setting  Purchase of and distribution of resources – notebooks, art materials. | * **Leaners to be able to complete and sign the induction and enrolment form** * **Learners to understand what their set individual targets are and how they will be assessed in their understanding of these** * **Learners able to demonstrate a clear understanding of the courses content.** * **Learners understand expectations re attendance, behaviour, H&S, and all other relevant policies** |
| Week 2.  (5hrs) | Health and Safety  Resources  Digital self-depictions  Intro to portraits | How to use art equipment and resources safely  How to respect the resources and work as a team  Ground rules re valuing everybody’s artistic contribution  Students will take and chose a photo of themselves which they will print in readiness for weeks 3 and 4.  An introduction to self-portrait –Elizabethan portrait miniatures  (look at Hilliard’s Portrait of an unknown man against a background of flames.  How portraits can be very personal objects –. | * **Learners will be able to identify the basic resources they will use for the course- eg chalk, brushes, charcoal, clay** * **Learners will understand what a risk assessment is and how it works in relation to working with others in a confined space.** * **Learners will understand the concept of “respect” in relation to other people work** * **How to take and print a self-portrait picture** * **Will understand what a PORTRAIT is and how it has a historical context and is a personal art form.** |
| Week 3/4.  (5hrs) | Matisse line drawings | Learners will practice either using pen, pencils, or charcoal to copy several very simple objects.  They will focus on line drawings/ etchings  They will look at a lot of Henri Matisse **Large Face, Leaves, Essence of Line. Catherinette and finally Autoportait**  They will discuss how very simple lines can be very effective in presenting images…. less is more | * **Be able to discuss and articulate their feelings for a picture** * **Understand that less is more when is comes to line drawings** * **Recognise Matisse** * **Be able do very simple line drawing** |
| Week 5  (5hrs) | Self-portrait line drawing | Learners will complete a very simple self-portrait using one unbroken fluid line drawings.  They will follow the lines of their digital photo. They will have a large print out of Matisse **VISAGE** .  They will then choose from a varity of objects to complete a very simple line still-life drawing.  E.g. a flower, a cup,  Again they will use examples of line drawings of still-life by Matisse or Picasso eg Matisse **Still Life with Fruit** | * **Learners will understand that very simple line drawings can convey huge amounts of visual information** * **They will be able to complete a line drawing using their own image** * **They will be able to complete a line drawing using a still life object.** |
| Week 6  (5hrs) | Analysis of self portait and drawing of classmates | Learners will share their self-portrait to the class.  Learners will then practice drawing a partner in class – again using line drawing techniques,  Learners will be introduced to the artist and line drawings of Pablo Picasso – notably his line drawings of animals – **Le Chien, Camel and Dove**  They will be told about the artists life and shown some of his other works .  They will complete a simple line drawing of an animal of their choice using the one fluid line technique  Learners will prepare for their trip to the national Portrait gallery – risk assessment, what paintings to see, journey planning. | * **Learners will learn who Picasso is** * **They will recognise an animal line drawing** * **They will be able to complete their own** * **They will present their works with confidence to the class.** * **They will be able to plan a trip to central London** |
| Week 7  (5 hrs) | Visit to The National Portrait Gallery | Learners will look at a variety of portraits in a variety of forms-paintings and sculptures, oils, pastels, clay, bronze.  **They will start with seeing line drawings**  They will discuss how they feel the person looks- are they happy/sad/angry?  How has the artist conveyed these emotions ?  They will visit the gallery shop and each buy **two** postcards of a self-portrait.  One they will keep as a souvenir. | * **Be able understand self-portraits can be completed in different forms** * **Plan for and undertake a trip using public transport** * **Identify self-portraits in a gallery setting** * **Recognise line drawings** * **Choose a portrait postcard they like and explain why they like it.** |
| Week 8  (5hrs) | Postcards and | Learners will share the postcards they bought at the Portrait gallery.  They will write on the **second** portrait postcard they have chosen to a fellow student in their class.  They will say:  Who the portrait is of  What it is produced in (pencil/oils etc )  Why they like it.  They will then go to the local post office and post this to their classmate (group outing) | * **Use basic literacy to share opinions about art and navigate local community – ie post office** |
| Week 9  (5hrs) | An Intro to salt dough and sculpture | Learners will be shown some human figures and animals which have been made using very simple salt dough which was used and is popular in Chinese folk art.  They will write up the simple recipe.  Learners will follow the recipe and will produce their own salt dough.  They will attempt to make a simple salt dough shape – e.g. a star | * **Will be able to recognise another ancient art form.** * **Basic literacy to write a recipe** * **Reproduce the recipe and create a piece of simple art.** |
| Week 10.  (5hrs) |  | Learners will follow the recipe they wrote up last week and will produce their own salt dough.  They will go outside and get a leaf each.  They will make a salt dough leaf using the leaf as a guide.  They will look at a piece of jewellery made from salt dough.  They will make their own salt dough heart pendant.  They will be asked to bring in several photographs of themselves for the next session. | * **Reproduce another art form** * **Be inspired by nature to produce a piece of art.** |
| Week 11  (5hours) | An intro to collage | Learners will be introduced to the term collage and its history.  They will be shown a variety of types of collage  Papier colle, montage, photo montage and decollage.  Learners will be shown the collage art work of **Ika Vantiani and Kai Oh**  Learners will scan the photographs of themselves and print these out or they will take self-portrait photos on their phone which they will send and then print in A4.  ( to be used next week )  They will prepare resources for the grand collage. | * **Learners will be able to identify another art form** * **They will be able to use ITC in preparation for a piece of art work** |
| Week 12  (5hrs) | Creation of class collage | Learners will use their printed photos alongside of other materials – old magazines, material, tin foil to create a whole class collage which will be displayed at Achievement day. Learners review targets and overall course content so far.  What did they like best about the course to date?  What would they do again- what not.  Learners complete a quiz based on curriculum content so far.  Learners will enjoy an afternoon TEA PARTY with a mixture of healthy and not so healthy snacks | * **To be able to create another art form** * **To work as a team** * **To evaluate course and make suggestions.** * **To retain information** |
| **TERM TWO**  **WEEK 12-24** | **NEXT STEPS**  **Artsy Craftsy Beans** |  | **COURSE OVERVIEW**  **Learners will build on knowledge acquired relating to how art can represent their physical form by extending this to a representation of their lives. They will be encouraged to bring in an object which expresses a significant aspect of who they are.**  **This may be a picture of their favourite spot at home, a treasured belonging.**  **This will then be used as inspiration to try out different art forms.**  **These will include printing, use of water colour, paints, and papier mache.**  **They will create a small clay sculpture of a head.**  **Term two will continue to look at other forms of art starting with ancient writing – they will study and copy some of the Ancient Egyptian hieroglyphic alphabet – A B D and then study the hieroglyphic phonetic symbol for “to go out” or leave.**  **They will then create their own hieroglyphic words.**  **The term will conclude with a trip to the British museum to see the Ancient mummies and Egyptian artwork.** |
| **Term Three**  **Week 24-36** | **Artsy Craftsy Grand Finale** |  | **Course Overview**  **Learners will be brought right up to date during term three with a focus on creating art using computers.**  **They will be introduced to photoshop and will create a “photoshop self-portrait.**  **They will develop new skills using this form.**  **They will be introduced to the artist Andy Warhol.**  **They will be introduced to logos and compare them with the hieroglyphics they studied last term.**  **They will create their own simple logo**  **They will visit The Tate**  **Certificate presentation of attending and completing the course.**  **Course and target evaluation**  **Learners give feedback on the course and what was good/ not so good and what they would change.** |