
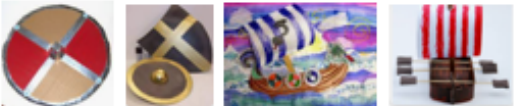






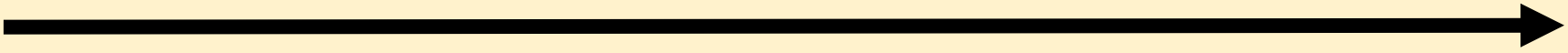
Schema  
Scheme of work  
& Progress Sheets  
Willows Art and Design

# Willows - Art Cycle 2

Oakwood Academy

Willows	Autumn 1							Autumn 2							Spring 1							Spring 2							Summer 1							Summer 2						
2023-2024 Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38				
<b>Theme</b>	Mosaic Sea Creature							Sculpture Viking ships and shields							Aboriginal Art							Ancient Egypt																				
<b>Art activities</b>	<p>Learn about the artist Gaudi and discuss his use of mosaic tiles in his sculptures and architectural buildings.</p> <p>Practice drawing sea creatures and adding square patterns using felt tips to decorate.</p> <p>Draw a large sea creature and cut out your design. Glue cardboard tile on the image to create a relief mosaic effect.</p> <p>Add different shades of colour on each tile to emphasise the mosaic effect.</p> <p>Create a textured background using a sponge. Design an underwater scene with seaweed, coral and rocks. Decorate with poster paint.</p>							<p>Discuss the key features of famous Viking Longship paintings.</p> <p>Practice drawing longship in your sketchbook</p> <p>Wax resist technique using white wax crayons and watercolour paints.</p> <p>Drawing a Viking Longship in a stormy sea, use the wax resist technique to add extra detail.</p> <p>Discuss, what sculpture is. Design either a shield or a boat and build the structure using cardboard and scrunched up paper.</p> <p>Decorate using paint and coloured foil.</p>							<p>Introduction to Aboriginal Culture and the Dreamtime Stories. Create a series of research pages based on Aboriginal art.</p> <p>Create repetitive dot patterns using either dowel sticks or cotton buds.</p> <p>Recognising Aboriginal symbols and their meanings.</p> <p>Create a picture with Aboriginal symbolism. Example the story behind the picture.</p> <p>Colour using mixed media (pencil crayons, paint &amp; pen) focus on developing shading, colour blending and mixing skills.</p>							<p>Draw a picture of Tutankhamun following a step-by-step guide or copying the other half of a picture.</p> <p>Take a side on photograph of each pupil in black and white. Look at pictures of the Egyptian Pharaoh for inspiration when creating a mixed media collage of a Pharaoh.</p> <p>Demonstrate how to blend colours together to create a sunset background.</p> <p>Draw a silhouette of an Egyptian landscape cut around the image and glue it onto the sunset background.</p> <p>Practice drawing Egyptian hieroglyphics.</p> <p>Create a decorative tablet with hieroglyphic symbols.</p>																				
<b>Formal Elements</b> Line, texture, tone, colour, proportion, shape, form, pattern	Line Texture Pattern Colour Tone Shape							Line Texture Proportion Colour Form Shape							Line Texture Proportion Colour Form Shape							Line Texture Proportion Colour Form Shape																				
<b>Specialisms</b> Painting, Drawing Collage, Printing, 3D, Graphic Design	Painting Drawing							Painting Drawing 3D Mixed Media Design							Painting Drawing Mixed Media							Painting Drawing Mixed Media Collage																				
<b>Artwork Project Inspiration</b>																																										
<b>Technical Language</b>	Position, composition, pale, depth, mosaic, architecture, shades, detail, tone							Texture, wax resist, water wash, movement, mould, structure, form							Narrative, repetitive patterns, Aboriginal, symbols, eye-catching							Foreground, background, collage, hieroglyphics, silhouette																				
<b>Artist</b>	Antoni Gaudi 1852- 1926							The Sun Voyager by Jón Gunnar Árnason Viking ship with an orange sail by Malcolm Sutherland							Aboriginal Art Dreamtime Stories							Ancient Egypt 3600BC Tutankhamun reigned 1334-1325 BC																				
<b>Cross Curriculum Links</b>	RMT							History							Humanities English							History																				

# Autumn 1 & 2 Willows - Sea Creature Mosaic



Learn about the artist Antoni Gaudi and discuss his art career, styles and techniques.

Observe Gaudi's sculptural work and architectural buildings, taking inspiration from his work.

Observe pictures of sea creatures looking closely at the surface texture detail and proportion when copying.

Draw a large sea creature focusing on its outline shape as the base for your cardboard mosaic.

Create a relief cardboard mosaic cutting different shape to represent surface detail and texture.

Develop colour-mixing skills using paint, creating subtle changes in tone.

Using a sponging technique create a textured background for an under-the-sea painting.

Observe seascapes and design and paint your own inspired by your research.

Intent	Design ideas	Making	Knowledge	Evaluating
Working Towards	I can draw a design idea for a sea creature based on the images I have looked at. I can use different drawing materials to create simple ideas.	I can cut shapes using scissors. I can stay focused when experimenting with paint. I can carefully glue each mosaic tile.	I can hold and use a pencil correctly. I can hold and use a paintbrush correctly. I can recognise Antoni Gaudi's artwork. I can make simple comments describing the sponging and mosaic techniques with some reminders.	I can with encouragement make basic suggestions of ways to improve my work. I can say what I like about my work with some support.
Oakwood Learning Stage 1 and 2	I can draw a design idea for an under the sea painting and comment on it. I can look at pictures of sea creatures and draw similar shapes.	I can cut straight and curved lines using scissors. I can use a sponge to create a bump texture with changes in tone	I can follow instructions on how to use scissors safely. I can make comments describing the sponging and mosaic techniques. I have some knowledge of the artist Gaudi and can recognise his artwork.	I can use basic keywords to describe Gaudi's artwork and make comments on it. I can make basic suggestions of ways to improve mine or others work.
Oakwood Learning Stage 3 and 4	I can creatively display my ideas relevant to the Sea theme and plan my own work. I can draw sea creature with detail and accuracy.	I can mix colours together to create gradual changes in tone and add fine detail to my work. I can cut shapes to emphasise detail and form when making my mosaic sea creature.	I can use descriptive language when describing the sponging and mosaic techniques. I can name the artist we are studying and use correct keywords to describe the artwork.	I can describe my artwork using specialist art terms. I can share my opinions about my work and other's using descriptive words.

My Autumn term progress in Art  
Willows: Sea Creature Mosaic

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
Not yet	Nearly there	Got it!



Key vocabulary

Antoni Gaudi  
mosaic  
tiles  
sponging  
background  
texture  
ideas  
sculpture

Working Towards / Stepping Stones	Not yet	Nearly there	Got it!
I can draw a design idea for a sea creature based on the images I have looked at.			
I can use different drawing materials to create simple ideas.			
I can cut shapes using scissors.			
I can carefully glue each mosaic tile.			
I can hold and use a paintbrush and pencil correctly.			
I can recognise Antoni Gaudi's artwork.			
I can make simple comments describing the sponging and mosaic techniques.			
Oakwood Learning Stage 1	Not yet	Nearly there	Got it!
I can look at pictures of sea creatures and draw similar shapes.			
I can cut straight and curved lines using scissors.			
I can use a sponge to create a bump texture with changes in tone			
I can make comments describing the sponging and mosaic techniques.			
I have some knowledge of the artist Gaudi and can recognise his artwork.			
I can use basic keywords to describe Gaudi's artwork and make comments on it.			
I can make basic suggestions of ways to improve mine or others work.			

My Autumn term progress in Art  
Willows: Sea Creature Mosaic

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
Not yet	Nearly there	Got it!



**Key vocabulary**

Antoni Gaudi

mosaic

tiles

sponging

background

texture

ideas

sculpture

**Oakwood Learning Stage 1**

I can look at pictures of sea creatures and draw similar shapes.

I can cut straight and curved lines using scissors.

I can use a sponge to create a bump texture with changes in tone

I can make comments describing the sponging and mosaic techniques.

I have some knowledge of the artist Gaudi and can recognise his artwork.

I can use basic keywords to describe Gaudi's artwork and make comments on it.

I can make basic suggestions of ways to improve mine or other's work.

**Oakwood Learning Stage 2**

I can draw a design idea for an under the sea painting and describe it.

I can find relevant images to help me develop my ideas.

I can create a mosaic design with even spaced gaps and small shapes.

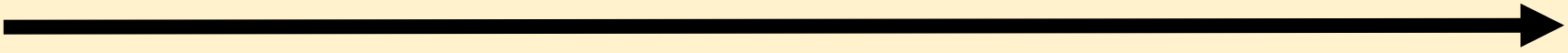
I can use my research to develop my ideas when painting an under the sea background.

I can recall fact about the artist Gaudi and make comments about his work.

I can make suggestions of ways to improve mine or other's work.

I can mix paint to create different shades of colour and use them within my work.

# Spring 1 & 2 Willows - Viking ship or shield sculpture



Discuss the key features of Viking Longships and draw them focusing on their shapes and proportions.

Learn the wax resist painting technique using white wax crayons and watercolour paints.

Design a picture of a Viking ship at sea looking at various Viking Longship paintings for inspiration.

Using a wax resist technique, create the illusion of movement in the sky and sea. Add movement lines using a white wax.

What is sculpture?  
Discuss famous sculptures and the different materials they are made out of.

Research Viking armour.  
Design a Viking shield based on your research.

Develop 3D modelling skills using scrunched paper, cardboard and paper mâché.

Decorate your 3D shield using paint and coloured foil.

Intent	Design ideas	Making	Knowledge	Evaluating
Working Towards	With some support, I can draw a design idea for a Viking shield or ship when looking at images for inspiration. I can draw Viking ships and armour with some similar shape.	I can scrunch paper for my 3D model. I can cover my 3D model with paper and paste with some support.	I can cut sellotape with some support. I can recognise pictures of Viking boats and make basic comments on the shape. I can make simple comments describing a sculpture with some support.	With encouragement, I can make basic suggestions about what I have learnt and found difficult. I can make basic comments about my 3D model.
Oakwood Learning Stage 1 and 2	I can draw a design idea for a Viking shield or ship when looking at images for inspiration. I can draw a design idea for a 3D model and comment on it.	I can mould shapes by scrunching paper to create a structure for my 3D model. I can cover my structure with a smooth layer of paper and paste. I can independently add decoration to my model using coloured foil and paint.	I can recognise the key features of a Viking ship and describe their shape. I can describe the wax resist technique and how I have used a wax crayon to create movement in the sky and sea. I can make comments about different sculptures and the materials used to make them.	I can comment on the skills I have learnt and the things I found difficult. I can make basic suggestions of ways to improve mine or others work.
Oakwood Learning Stage 3 and 4	I can produce creative research pages in my sketchbook to develop my skills and ideas. I can draw detailed Viking ships and armour..	I can mix colours together to create gradual changes in tone and add fine detail to my work. I can develop my practical skills by experimenting and testing the quality of various different materials and techniques.	I can use descriptive language when describing the wax resist techniques. I can name the artist we are studying and use the correct keywords to describe the artwork.	I can describe my artwork using specialist art terms. I can share my opinions about my work and other's using descriptive words.





My Autumn term progress in Art  
Willows: Sea Creature Mosaic

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
Not yet	Nearly there	Got it!



**Key vocabulary**

Viking Longships

scrunch

paste

Model

structure

Sculpture

Wax resist

decoration

**Oakwood Learning Stage 1**

I can draw a design idea for a Viking shield or ship when looking at images for inspiration.

I can recreate simple drawings of Viking ships and armour.

I can mould paper into scrunched up shapes as the base for my 3D model.

I can cover my structure with a smooth layer of paper and paste.

I can independently add decoration to my model using coloured foil and paint.

I can recognise the key features of a Viking ship and describe their shape.

I can make basic suggestions of ways to improve mine or others work.

**Oakwood Learning Stage 2**

I can use my research to develop my ideas.

I can describe the wax resist technique and how I have used it in my work.

I can independently mould shapes out of paper to create a structure for my 3D model.

I can comment on different sculptures and the materials used to make them.

I can use a range of materials creatively in my work.

I can demonstrate an awareness of proportion and scale when drawing from observation.

I can comment on the skills I have learnt and the things I found difficult.



## Oakwood Academy Scheme of Work

### Aboriginal Art Year 5, 6 & 7

<b>Unit:</b> Sculpture	<b>Term:</b> Spring	<b>Length:</b> 8 weeks
<p><b>Inspire:</b> To observe demonstrations focusing on how to draw different aboriginal symbols, colour blending and painting techniques. Learning about Australian aboriginal culture their dreamtime stories, symbols and their meanings.</p>	<p><b>Impact:</b> To develop drawing, and colour mixing, and fine motor skills. Learn new painting techniques. Be able to create a repetitive dot pattern in an aboriginal art style. To gain an understanding of the Australian aboriginal culture and the meanings behind their works of art.</p>	<p><b>Independence:</b> Practice mixing different colours and shades of paint. Add different amounts of water to change the hue and colour strengths of the paint. Blend pencil crayons together to create different shades of colour. Design a composition with aboriginal symbols.</p>

**Focus:** This unit of work forms part of the set theme based upon 'Culture'. It provides pupils with the opportunity to engage with art from different countries, races and religions whilst introducing new techniques and materials.

**Key Vocabulary:** Pattern, repetitive, aborigines, indigenous, technique, platypus, Dreamtime stories, creation, narrative, composition, texture, tone, combinations, enhance.

Week	Learning Objectives. IN WEEK ORDER	Possible teaching activities
1	To understand what the term aboriginal means and develop an appreciation for other cultures.	<p>Introduce pupils to the term aboriginal or aborigine: Aboriginal peoples are groups of people who have lived in one area for many thousands of years. In the past, aborigines lived in areas far from other cultures. They were unknown until outsiders came into their lands. <a href="https://www.bbc.co.uk/newsround/43710833">https://www.bbc.co.uk/newsround/43710833</a> Newsround report by Australian kids explain Aboriginal culture. Create an artist title page called 'Aboriginal Art'</p>

2	To learn about the dreamtime stories and gain and understanding of their importance within the Australian aboriginal culture.	<p>Dreamtime is often used to describe the time before time, or the time of the creation. Most Aboriginals believe that all life is connected to the great spirit ancestors of the Dreamtime. Every hill, water hole, river, the sky, every feature was created in the Dreamtime.</p> <p><a href="https://www.youtube.com/watch?v=Sle62XV0BO0">https://www.youtube.com/watch?v=Sle62XV0BO0</a> Dreamtime story</p> <p>Handout aboriginal worksheet with examples of Australian aboriginal artwork and labelled diagrams showing the different symbols and their meanings. Copy some of the symbols and explain a narrative for one for the works of art they've observed using symbolic references.</p>
3	To develop imagination and communicational skills.	<p>White board activity using notepad and aboriginal symbols to create a story idea.</p> <p>Pupils to create compositions in their sketchbook for a story using aboriginal symbol and a dot pattern.</p> <p>Experiment with watercolour paints to create different textures, gradual changes in tone and develop colour mixing techniques.</p> <p>Develop pupil's communicational skills when describing the Narrative behind their work.</p> <p><b>Narrative art</b> is art that tells a story, either as a moment in an ongoing story or as a sequence of events unfolding over time.</p> <p>Pupil's will have the opportunity to explain your story to the rest of the class.</p> <p><a href="https://www.youtube.com/watch?v=Oy3Ta5xcKV4">https://www.youtube.com/watch?v=Oy3Ta5xcKV4</a> Tiddalick The Frog</p>
4	Understand how to create a repetitive pattern using different sized dowel sticks and coloured paint.	<p>Teacher demonstration based on painting techniques using different size dowel sticks to create patterns.</p> <p>Pupil's will experiment in their sketchbook to create dot patterns using different size dowel sticks and coloured paints. Sketch out your final design idea on A3 paper.</p> <p><a href="https://yt3.ggpht.com/jf8cYarNhYEoXFI5pKqVPj2EpBGQeq6RWaJIIR7XHG7G4IZ_TA35OpFKT7cGwIzOOcw4OyBw=w1060-fcrop64=1,00005a57ffffa5a8-k-c0xffffffff-no-nd-rj">https://yt3.ggpht.com/jf8cYarNhYEoXFI5pKqVPj2EpBGQeq6RWaJIIR7XHG7G4IZ_TA35OpFKT7cGwIzOOcw4OyBw=w1060-fcrop64=1,00005a57ffffa5a8-k-c0xffffffff-no-nd-rj</a> Mirram The Kangaroo and Warreen The Wombat</p>
5	Develop compositional skills when designing a picture with a narrative.	<p>Teacher demonstration based on a drawing idea for an aboriginal composition based on the research and knowledge gained over the previous weeks. Pupils should draw at least one large aboriginal animal with symbols and patterns in the background. Make sure the composition involves a narrative through the arrangement of symbols and imagery. <a href="https://www.youtube.com/watch?v=IDi5QwAR8DI">https://www.youtube.com/watch?v=IDi5QwAR8DI</a> Biladurang The Platypus</p>

6	Develop fine motor skills using paintbrushes and pencil crayons.	Teacher demonstration based on painting techniques using watercolour paints. Pupils will paint the large areas for their composition first and then work into the small details areas using pencil crayons. Practice applying different amount of pressure when painting to create darker and lighter tones.
7	To consider colour combinations when embellishing a piece of artwork with a dot pattern.	Using paints and felt tips create a dot pattern around each shape in and aboriginal style, consider colour combination to enhance or complement different areas within the picture. Self-evaluation focusing on the skills they've improved or develop most through the project.

**Outcomes:**

All pupils will:	Most pupils will:	Some pupils will:
To make basic comment about aboriginal art. Mix paint to create different colours Experiment with paint to create different marks Try to improve their pen grip and practice pressing hard and soft when drawing. Draw some aboriginal animals and symbols	Can use descriptive words when describing aboriginal art. Can mix different shades of colour Mix paint to create different colour and shades Experiment with paint to create different textures Be able to press hard and soft to create light and dark marks Can draw more aboriginal animals and symbols Use their imagination to compose a picture with aboriginal symbols	Can describe aboriginal art in sentence use specialist art vocabulary. Be able to apply small strokes of paint to create texture and fine detail. Mix paint to create different shades of colour Experiment with their application of media to create different textures and fine line detail. Be able to press hard and soft to create gradual changes in tone. Can accurately copy and draw aboriginal animals and symbols Can use their imagination to compose a picture with a narrative

<p><b>Formative Assessment:</b> Self &amp; peer assessment, group crits, practical marking sheet, verbal feedback and in-depth marking.</p> <p><b>Summative Assessment:</b> Data capture at the end of each term</p>	<p><b>British Values:</b> <b>Democracy:</b> <b>Individual Liberty:</b> <b>Tolerance:</b> To consider other people's opinions <b>The Rule Of Law:</b></p>
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<p><b>Literacy:</b> Introduce pupils to new vocabulary through the use of the vocabulary board, class discussion and PowerPoints</p>	<p><b>Numeracy:</b> Estimation, enlarging, scale, proportions</p>	<p><b>Cross curricular:</b> Humanities: Learning about Australian aboriginal culture</p>
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My Spring term progress in Art  
Willows: Aboriginal Art

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
Not yet	Nearly there	Got it!



Key vocabulary

Aboriginal  
stippling  
symbols  
pattern  
repetitive  
indigenous  
Dreamtime  
stories  
creation

**Working Towards / Stepping Stones**

I can use a lightbox to trace aboriginal animals and symbols with some accuracy.

I can hold and use a pencil correctly.

I can make simple comments describing the stippling techniques.

I can create a dot pattern using dowel stick or cotton bud.

I can hold a paintbrush correctly and mix different colours.

I can recognise Aboriginal Art.

I can a composition using Aboriginal symbols.

**Oakwood Learning Stage 1**

I can make basic comments when describing aboriginal art.

I can name the 3 primary colours and use them to mix other colours.

I can draw aboriginal animals and symbols and know their meaning.

I can create a dot pattern with even spaces.

I can design a composition using Aboriginal symbols to create a story.

I can experiment with different material to develop my drawing skills

I can blend 2 colours together to create a change in tone when painting

Working Towards / Stepping Stones	Not yet	Nearly there	Got it!
I can use a lightbox to trace aboriginal animals and symbols with some accuracy.			
I can hold and use a pencil correctly.			
I can make simple comments describing the stippling techniques.			
I can create a dot pattern using dowel stick or cotton bud.			
I can hold a paintbrush correctly and mix different colours.			
I can recognise Aboriginal Art.			
I can a composition using Aboriginal symbols.			
Oakwood Learning Stage 1	Not yet	Nearly there	Got it!
I can make basic comments when describing aboriginal art.			
I can name the 3 primary colours and use them to mix other colours.			
I can draw aboriginal animals and symbols and know their meaning.			
I can create a dot pattern with even spaces.			
I can design a composition using Aboriginal symbols to create a story.			
I can experiment with different material to develop my drawing skills			
I can blend 2 colours together to create a change in tone when painting			

My Spring term progress in Art  
Willows: Aboriginal Art

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
Not yet	Nearly there	Got it!

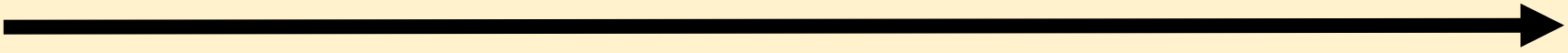


**Key vocabulary**

Aboriginal  
stippling  
symbols  
pattern  
repetitive  
indigenous  
Dreamtime  
stories  
creation

Oakwood Learning Stage 1			
I can make basic comments when describing aboriginal art.			
I can name the 3 primary colours and use them to mix other colours.			
I can draw aboriginal animals and symbols and know their meaning.			
I can create a dot pattern with even spaces.			
I can design a composition using Aboriginal symbols.			
I can experiment with different material to develop my drawing skills			
I can blend colours together when painting.			
Oakwood Learning Stage 2			
I can use descriptive words when describing aboriginal art.			
I can mix different shades of colour and use them in my work.			
I can create repetitive patterns with dots, lines and symbols.			
I can use symbols in my work to tell a story.			
I can mix paint to create different colours and shades.			
I can press hard and soft when colouring to create changes in tone.			
I can blend 2 colours together to create a change in tone when painting.			

# Summer 2 Willows - Ancient Egypt



Learning about the Egyptian Pharaoh Tutankhamun. Draw a portrait of the Pharaoh looking closely at the different shapes that make up his face.

What is collage?  
Look at various collage artists and discuss their style and technique.

Using various media, pens, paint, paper and a black and white photograph transform the picture into an image of an Ancient Egyptian Pharaoh.

Develop colour mixing and blending skills. Paint a sunset background with a gradual change in tone.

Discuss the key features of an ancient Egyptian landscape. Cut out these shapes in silhouettes.

Practice drawing hieroglyphics and learn the letters each symbol represents. Spell your name in hieroglyphics.

Design a decorative tablet with hieroglyphic symbols.

Intent	Design ideas	Making	Knowledge	Evaluating
Working Towards	I can create simple representations of Egyptian art. I can draw Egyptian hieroglyphics with some similar shapes.	With some support, I can follow instructions and draw an image of Tutankhamun. I can fill a shape with a solid colour using colouring pencils or paint.	I can make simple comments describing ancient Egyptian art. I can organise my working area and clear away with some guidance. I can follow simple instructions to make my work better.	With help, I can select images when given a choice to choose from to use in my project. I can describe key features of my work and others.
Oakwood Learning Stage 1 and 2	I can draw a design idea for an Egyptian table with hieroglyphics. I can design an Egyptian landscape based on what I have learned. I have taken part in different activities and made sensible choices about what to do next.	I can independently add pattern decoration and collage material when creating a Pharaoh self-portrait. I can blend colours together to create a sunset background.	I can cut simple shapes using black paper to represent trees and pyramids. I can recognise the key features of an Egyptian desert.	I can make basic suggestions of ways to improve mine or others work.
Oakwood Learning Stage 3 and 4	I can produce creative research pages inspired by Egyptian art. I can draw detailed drawings of Egyptian hieroglyphics.	I can mix colours together to create gradual changes in tone and add fine detail to my work. I can develop my practical skills by experimenting and testing the quality of various different materials and techniques.	I can use descriptive language when describing Egyptian art. I can explore and experiment with ideas to develop my work in many different ways.	I can describe my artwork using specialist art terms. I can share my opinions about my work and other's using descriptive words.

My Summer term progress in Art  
Willows: Ancient Egypt

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
Not yet	Nearly there	Got it!



Key vocabulary

Pharaoh  
collage  
features  
portrait  
silhouette  
sunset  
blend  
landscape

Working Towards / Stepping Stones	Not yet	Nearly there	Got it!
I can create simple representations of Egyptian art.			
I can draw Egyptian hieroglyphics with some similar shapes.			
With some support, I can follow instructions and draw an image of Tutankhamun.			
I can make simple comments describing ancient Egyptian art.			
With help, I can select images when given a choice to choose from to use in my project.			
I can fill a shape with a solid colour using colouring pencils or paint.			
I can describe key features of my work and others.			
Oakwood Learning Stage 1	Not yet	Nearly there	Got it!
I can draw a design idea for an Egyptian table with hieroglyphics			
I can design an Egyptian landscape base on what I have learned.			
I can blend colours together to create a sunset background.			
I can add pattern decoration and collage material when creating a Pharaoh self-portrait.			
I can recognise the key features of an Egyptian desert.			
I can cut simple shapes using black paper to represent trees and pyramids.			
I can make basic suggestions of ways to improve mine or others work.			

My Summer term progress in Art  
Willows: Ancient Egypt

Your teacher will assess how well you did by ticking your targets, so you can check your learning

Key		
Not yet	Nearly there	Got it!



Key vocabulary

Pharaoh  
collage  
features  
portrait  
silhouette  
sunset  
blend  
landscape

Oakwood Learning Stage 1			
I can draw a design idea for an Egyptian table with hieroglyphics.			
I can design an Egyptian landscape base on what I have learned.			
I can blend colours together to create a sunset background.			
I can add pattern decoration and collage material when creating a Pharaoh self-portrait.			
I can recognise the key features of an Egyptian desert.			
I can cut simple shapes using black paper to represent trees and pyramids.			
I can make basic suggestions of ways to improve my work and others.			
Oakwood Learning Stage 2			
I have taken part in different activities and made sensible choices about what to do next.			
I can draw detailed design ideas for an Egyptian table with hieroglyphics.			
I can create a tonal blend of 3 or more colours.			
I can enhance my photograph by adding detailed patterns and collage material creatively.			
I can describe the key features of an Egyptian desert.			
I can cut and design detailed shapes to represent trees and pyramids out of black paper.			
I can use descriptive words when suggesting ways to improve my work and others.			