



Key Stage 3 'Creative Me' Teaching and Learning Framework

Our Creative Me Curriculum is designed to provide the sensory and exploratory opportunities our pupils need whilst promoting creativity, communication and self expression. Pupils access the curriculum through timetabled lessons, optional collaborative singing with Sing and Sign and lessons from Artforms music. Artforms music is a service in Leeds with specialist instructors who can deliver music to pupils with SEN. They deliver bespoke lessons according to the needs of our learners. For some pupils, they have music lessons as a class, others have the option of joining the school band, led by Artforms and all pupils have the option of joining Sing and Sign sessions. Pupils who have been identified as demonstrating an ability to learn an instrument are provided with instrumental lessons as part of a small group. Please see separate plans for the music that is being delivered by Artforms.

Music is utilised within routines throughout the day to establish transitions, solidify learning, to regulate and relate to students for whom communication is complex.

Communication and interaction specialists from the staff team will deliver tailor made experiences to include film making, music sessions and intensive interaction.

Our curriculum follows a three yearly cycle, allowing pupils to build upon their prior learning and apply their learning in other areas of the curriculum in a different context. The framework below are the learning objectives for art.

Cycle One

Autumn 1

Autumn 2

Portraits

Focus on David Hockney

Encountering

Developing

Enhancing

Encountering

Developing

Enhancing

- Pupils will be able to hold a range of objects.
- Pupils will be able to make marks using a range of materials, including chalk, pastels, paint
- Pupils will use their hands to make marks
- Pupils will be able to use a paint brush,

- Pupils will be able to understand the term 'portrait'
- Pupils will learn about the different periods of art (impressionism , renaissance, cubism and modern) and how they differ in the way portraits are created.

- Pupils will be able to analyse a range of portraits, using the words to describe the following:
Colour (bright, natural, dull, cool, artificial)
Mood (calm, cheerful, depressing,

- Pupils will be able to hold a range of objects.
- Pupils will be able to make marks using pastels,
- Pupils will use their hands to make marks
- Pupils will learn how to blend colours

- Pupils will analyse artwork created by David Hockney.
- Pupils will be able to identify characteristics of his style and learn how this has changed over time.

- Pupils will increase their proficiency in using paint.
- Pupils will analyse and evaluate their own work and that of others.
- Pupils will study how Hockney has changed his approach, particularly in

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| <p>sponges, crayons and chalk to make marks.</p> <ul style="list-style-type: none"> • Pupils will be able to identify the features of a face and decorate it creatively eg with collage, paint, chalk, paint. | <ul style="list-style-type: none"> • Pupils will be able to identify influences of different artistic periods. • eg texture, colour, composition and mood) • Pupils will analyse portraits from the following artists Van Gogh (impressionist); De Vinci (renaissance); Marie Laurencin (cubist influences); Jean Frida | <p>aggressive, energetic, exciting, dull)</p> <p>Composition (layout, position, horizontal, vertical, symmetrical, flowing, formal, rigid)</p> <p>Texture (flat, polished, hard, soft, shiny, reflective, Mark making (visible, thick, thin, heavy, light, regular, patterned, quick)</p> <ul style="list-style-type: none"> • Pupils will be able to name some artists and | <p>using a range of materials</p> | <ul style="list-style-type: none"> • Pupils will visit Saltaire Gallery to experience Hockney's work first hand. • Pupils will be able to paint landscapes in the style of David Hockney. | <p>the use of technology, over time.</p> |
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| | <p>Kahlo (modern)</p> <ul style="list-style-type: none"> • Pupils will practise painting a portrait of themselves choosing a style to follow. • Pupils will be able to paint and draw with increasing accuracy. • Pupils will use a range of materials to create portraits, eg paint, pastels and collage | <p>the artistic style of that period.</p> <ul style="list-style-type: none"> • Pupils will be able to use a range of techniques to create portraits with increasing accuracy and creativity. | | | |
| Spring 1 | | | Spring 2 | | |

| Farah Atasi | | | Dumile Feni | | |
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| Encountering | Developing | Enhancing | Encountering | Developing | Enhancing |
| <ul style="list-style-type: none"> • Pupils will be able to hold a range of objects. • Pupils will be able to paint using a range of materials eg paintbrushes, sponges, potatoes for printing • Pupils will explore the use of colour and colour mixing when painting. • Pupils will develop their hand eye | <ul style="list-style-type: none"> • Pupils will analyse and evaluate a range works by Farah Atasi, identifying characteristics of her artwork. • Pupils will create an illustration for a scene from their class book | <ul style="list-style-type: none"> • Pupils will be able to analyse Farah Atasi's work using the following language: Colour (bright, natural, dull, cool, artificial) Mood (calm, cheerful, depressing, aggressive, energetic, exciting, dull) Composition (layout, position, | <ul style="list-style-type: none"> • Pupils will develop their hand eye coordination • Pupils will develop their fine motor skills. • Pupils will explore a range of images created by Dumile Feni and say which they like or don't like. | <ul style="list-style-type: none"> • Pupils will learn about the challenges Dumile faced as an artist in South Africa during apartheid. • Pupils will analyse his work and identify common characteristics and themes. • Pupils will use charcoal to create a picture of the rivers and | <ul style="list-style-type: none"> • Pupils will be able to evaluate their creations using the appropriate language. |

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| <p>coordination by making marks with a range of materials.</p> <ul style="list-style-type: none"> Pupils will explore arranging shapes to make pictures, in the style of Farah Atasi. | <p>in the style of Farah Atasi.</p> <ul style="list-style-type: none"> Pupils will evaluate their work and that of others. | <p>horizontal, vertical, symmetrical, flowing, formal, rigid)</p> <p>Texture (flat, polished, hard, soft, shiny, reflective, Mark making (visible, thick, thin, heavy, light, regular, patterned, quick).</p> | <ul style="list-style-type: none"> Pupils will explore the use of pencil and charcoal in creating images and different textures. | <p>coasts in the style of Dumile Feni.</p> | |
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| Summer 1 | | | Summer 2 | | |
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| Creating scenery for a play | | | Making Puppets | | |
| Encountering | Developing | Enhancing | Encountering | Developing | Enhancing |
| <ul style="list-style-type: none"> Pupils will be able to hold a | <ul style="list-style-type: none"> Pupils will identify the scenery | <ul style="list-style-type: none"> Pupils will increase their | <ul style="list-style-type: none"> Pupils will explore through | <ul style="list-style-type: none"> Pupils will research different ways | <ul style="list-style-type: none"> Pupils will be able to independently research different puppets. |

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| <p>range of objects.</p> <ul style="list-style-type: none"> • Pupils will be able to make marks using a range of materials, including chalk, pastels, paint • Pupils will use their hands to make marks • Pupils will be able to use a paint brush, sponges, crayons and chalk to make marks. • Pupils will develop their fine motor skills by cutting and sticking. | <p>needed for their chosen play (A Midsummer Night's Dream).</p> <ul style="list-style-type: none"> • Pupils will analyse different theatre scenes, exploring its role in telling a story. • Pupils will create scenes to be used in 'a Midsummer Night's Dream', identifying materials | <p>proficiency in the handling of different materials.</p> | <p>sensory activities, different puppets. Pupils will be able to say which puppets they like/ dislike.</p> <ul style="list-style-type: none"> • Pupils will be able to make their own sock puppets using some sewing techniques. • Pupils will use their puppets during sensory stories. | <p>in which they could make a puppet eg out of fabric or wood.</p> <ul style="list-style-type: none"> • Pupils will design their own puppets for performing a play of 'A Midsummer Night's dream' • Pupils will select the appropriate materials and practise their cutting, fixing and moulding skills. • Pupils will evaluate their designs against an agreed set of criteria and consider ways | <p>Pupils will be able to create a number of designs for a puppet and select one, being able to explain why they have made the selection.</p> <ul style="list-style-type: none"> • Pupils will be able to select from a range of materials and equipment, what they need to make their puppet and will do so independently and safely. • Pupils will be able to evaluate their work and consider ways in which their product could be used by others. • Pupils will understand developments in design and technology, its impact on individuals, society and the environment and |
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| <ul style="list-style-type: none"> Pupils will develop their hand eye coordination. | they will use. | | | in which they could improve their design next time. | the responsibilities of designers, engineers and technologists. |
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| Cycle Two | | | | | |
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| Autumn 1 | | | Autumn 2 | | |
| Drawing and Painting | | | Using Clay: The Day of the Dead | | |
| Encountering | Developing | Enhancing | Encountering | Developing | Enhancing |
| <ul style="list-style-type: none"> Pupils will be able to hold a range of objects. Pupils will be able to make marks using a range of materials, including chalk, pastels, paint | <ul style="list-style-type: none"> Pupils will analyse illustrations from a range of artists eg Beatrix Potter, Quentin Blake, Kate Milner. Pupils will identify their key characteristics | <ul style="list-style-type: none"> Pupils will be able to analyse a range of illustrations using the words to describe the following: Colour (bright, natural, dull, cool, artificial) | <ul style="list-style-type: none"> Pupils will develop their hand eye coordination through manipulating clay. Pupils will develop their fine motor skills | <ul style="list-style-type: none"> Pupils will develop their fine motor skills when working with clay. Pupils will explore different ways in which they can mould and use clay eg by | <ul style="list-style-type: none"> Pupils will analyse and evaluate their own work using the following language: Colour (bright, natural, dull, cool, artificial) Mood (calm, cheerful, depressing, aggressive, energetic, exciting, dull) |

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| <ul style="list-style-type: none"> • Pupils will use their hands to make marks • Pupils will be able to use a paint brush, sponges, crayons and chalk to make marks. • Pupils will be able to identify the features of a face and decorate it creatively eg with collage, paint, chalk | <p>, beginning to discuss tone, colour, texture and composition.</p> <ul style="list-style-type: none"> • Pupils will use different materials to create their own illustrations for their class book. | <p>Mood (calm, cheerful, depressing, aggressive, energetic, exciting, dull)</p> <p>Composition (layout, position, horizontal, vertical, symmetrical, flowing, formal, rigid)</p> <p>Texture (flat, polished, hard, soft, shiny, reflective,</p> <p>Mark making (visible, thick, thin, heavy, light, regular, patterned, quick)</p> <ul style="list-style-type: none"> • Pupils will be able to name some | <p>exploration of clay through rolling it, pinching it, moulding it.</p> <ul style="list-style-type: none"> • Pupils will explore the texture of clay and learn about how its form can change. • Pupils will use clay to make simple • Pupils will use instruments and cutters to create | <p>rolling, pushing, pinching. Cutting, slicing (eg making letters from templates then by rolling.</p> <ul style="list-style-type: none"> • Pupils will analyse examples of skeletons made for ‘The Day of the Dead’, identifying key characteristics. • Pupils will record their ideas for designs for ‘Day of the Dead’ skeletons. | <p>Composition (layout, position, horizontal, vertical, symmetrical, flowing, formal, rigid)</p> <p>Texture (flat, polished, hard, soft, shiny, reflective,</p> <p>Mark making (visible, thick, thin, heavy, light, regular, patterned, quick).</p> |
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| | | <p>artists that painted famous portraits eg Vincent van Gogh, Johannes Vermeer, Giuseppe Arcimboldo</p> <ul style="list-style-type: none"> • Pupils will be able to use a range of techniques to create portraits with increasing accuracy and creativity. | <p>different designs.</p> | <ul style="list-style-type: none"> • Pupils will use clay to create a skeleton in the style of the 'Day of the Dead' following the theme of celebrating life through death. | |
| <p>Spring 1</p> | | | <p>Spring 2</p> | | |

| Designing and Making Sculptures | | | Focus on Uzma Sultan | | |
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| Encountering | Developing | Enhancing | Encountering | Developing | Enhancing |
| <ul style="list-style-type: none"> • Pupils will explore different environments. • Pupils will learn to use their preferred method of communication in different contexts. • Pupils will learn how to stay safe in different environments. Pupils will explore the sculptures at the sculpture park, choosing words to describe them | <ul style="list-style-type: none"> • Pupils will use their visit to the sculpture park to identify different sculptures and how they change the nature of the landscape. • Pupils will make sketches and drawings of their | <ul style="list-style-type: none"> • Pupils will be able to research environmental sculptures independently and be able to produce their own designs. They will be able to select which design they will make and use a range of | <ul style="list-style-type: none"> • Pupils will be able to hold a range of objects. • Pupils will be able to paint using a range of materials eg paintbrushes, sponges, potatoes for printing • Pupils will explore the use of colour and colour mixing when painting. | <ul style="list-style-type: none"> • Pupils will learn about Uzma Sultan; her background, where she lives, her age and what she is doing now. • Pupils will analyse and evaluate a range of works by Uzma Sultan, identifying characteristics of her artwork. | <ul style="list-style-type: none"> • Pupils will be able to analyse Uzma Sultan's work using the following language: Colour (bright, natural, dull, cool, artificial) Mood (calm, cheerful, depressing, aggressive, energetic, exciting, dull) Composition (layout, position, horizontal, vertical, symmetrical, flowing, formal, rigid) Texture (flat, polished, hard, soft, shiny, reflective, Mark making (visible, thick, thin, heavy, light, regular, patterned, quick). |

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| <p>efg big, small, hard, soft, good bad.</p> <ul style="list-style-type: none"> • Pupils will work together to create their own sculpture that shows the public how they should look after the environment. | <p>findings to refer to in the classroom.</p> <ul style="list-style-type: none"> • Pupils will design their own sculptures, ensuring they choose materials that are safe for the environment. • Pupils will make their sculptures out of their chosen materials with a view to sending | <p>tools and techniques to build a sculpture.</p> <ul style="list-style-type: none"> • Pupils will evaluate their finished product and consider ways in which they could improve it. | <ul style="list-style-type: none"> • Pupils will develop their hand eye coordination by making marks with a range of materials. • Pupils will explore arranging shapes to make pictures, in the style of Farah Atassi. | <ul style="list-style-type: none"> • Pupils will create an illustration for a scene from their class book in the style of Uzma Sultan. • Pupils will evaluate their work and that of others. | <ul style="list-style-type: none"> • Pupils will be able to evaluate and analyse their own and others' work using the language above. |
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a message to others about looking after the environment.

- Pupils will show their sculptures in an exhibition and respond to feedback, considering ways in which they can improve their designs next time.

| Summer 1 | | | Summer 2 | | |
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| Protest Art | | | Street Art | | |
| Encountering | Developing | Enhancing | Encountering | Developing | Enhancing |
| <ul style="list-style-type: none"> • Pupils will be able to hold a range of objects. • Pupils will be able to make marks using a range of materials, including chalk, pastels, paint • Pupils will use their hands to make marks • Pupils will be able to use a paint brush, sponges, crayons and | <ul style="list-style-type: none"> • Pupils will analyse and explore a range of pictures and paintings depicted as protest art eg Banksy, Keith Haring, May Stevens. • Pupils will identify key features of protest art and explore the imagery used. | <ul style="list-style-type: none"> • Pupils will be able to discuss protest art using the following language: Colour (bright, natural, dull, cool, artificial) Mood (calm, cheerful, depressing, aggressive, energetic, exciting, dull) Composition (layout, position, | <ul style="list-style-type: none"> • Pupils will be able to hold a range of objects. • Pupils will be able to make marks using a range of materials, including chalk, pastels, paint • Pupils will use their hands to | <ul style="list-style-type: none"> • Pupils will analyse a range of different street artists and begin to identify where they may have drawn inspiration from. • Pupils will understand how street art has developed over time (see the Tate | <ul style="list-style-type: none"> • Pupils will be able to analyse street art using the following language: Colour (bright, natural, dull, cool, artificial) Mood (calm, cheerful, depressing, aggressive, energetic, exciting, dull) Composition (layout, position, horizontal, vertical, symmetrical, flowing, formal, rigid) Texture (flat, polished, hard, soft, shiny, reflective, Mark making (visible, thick, thin, heavy, light, regular, patterned, quick) |

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| <p>chalk to make marks.</p> <ul style="list-style-type: none"> • Pupils will begin to identify an increasing variety of colours • Pupils will look at a range of protest art images and say which they like/ dislike. | <ul style="list-style-type: none"> • Pupils will explore the image of a clenched fist in protest art and how it has been used through time. • Pupils will create their own artwork of protest (of their choosing) choosing a particular style to follow. • Pupils will use different materials with | <p>horizontal, vertical, symmetrical, flowing, formal, rigid) Texture (flat, polished, hard, soft, shiny, reflective, Mark making (visible, thick, thin, heavy, light, regular, patterned, quick)</p> <ul style="list-style-type: none"> • Pupils will analyse their own and others work using the language above. | <p>make marks</p> <ul style="list-style-type: none"> • Pupils will identify street art in their community. | <p>website for videos) and the Saatchi Gallery 'Beyond the Streets'.</p> <ul style="list-style-type: none"> • Pupils will design their own street art following a theme and style of their choosing | |
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| | <p>increasing proficiency.</p> <ul style="list-style-type: none"> • Pupils will draw with increased accuracy. | | | | |
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Cycle Three

Autumn 1

Autumn 2

Kandinsky and the Colour Wheel

Focus: Kurt Schwitters

| Encountering | Developing | Enhancing | Encountering | Developing | Enhancing |
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| <ul style="list-style-type: none"> • Pupils will be able to hold a range of objects. • Pupils will be able to make marks using a range of materials, | <ul style="list-style-type: none"> • Pupils will understand who Kandinsky was. • Pupils will explore the colour wheel. | <ul style="list-style-type: none"> • Pupils will evaluate their own and others work using the language of art. | <ul style="list-style-type: none"> • Pupils will be able to hold a range of objects. • Pupils will develop their fine | <ul style="list-style-type: none"> • Pupils will analyse collages by Schwitters and analyse their impact. • Pupils will learn who Kurt | <ul style="list-style-type: none"> • Pupils will be able to analyse different collages using the language below: Colour (bright, natural, dull, cool, artificial) |

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| <p>including chalk, pastels, paint</p> <ul style="list-style-type: none"> • Pupils will use their hands to make marks • Pupils will be able to use a paint brush, sponges, crayons and chalk to make marks. • Pupils will develop their fine motor skills by cutting and sticking. • Pupils will develop their hand eye coordination. | <ul style="list-style-type: none"> • Pupils will analyse Kandinsky's work and identify key characteristics. • Pupils will understand that Kandinsky's work is described as abstract art. • Pupils will produce a work of art in the style of Kandinsky. | | <p>motor skills through exploring a range of materials and their properties eg tearing, scrunching, cutting paper of different thicknesses. Pupils will learn to stick materials to paper.</p> <ul style="list-style-type: none"> • Pupils will be able to use scissors safely and with | <p>Schwitters was and how he used litter and debris left in the street following WW1 to create his art.</p> <ul style="list-style-type: none"> • Pupils will use a range of materials from litter in their community to create a collage of their world in the style of. • Pupils will create a collage using a variety of printed adverts, litter and print, | <p>Mood (calm, cheerful, depressing, aggressive, energetic, exciting, dull) Composition (layout, position, horizontal, vertical, symmetrical, flowing, formal, rigid)</p> <ul style="list-style-type: none"> • Pupils will learn the names of great collage artists. • Pupils will be able to evaluate and analyse their own and others' work using the language above. |
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| | | | <p>increasing accuracy.</p> <ul style="list-style-type: none"> • Pupils will be able to choose which materials they want to make for their collage. | <p>inspired by Kurt Schwitters to create their interpretation of their world.</p> | |
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| Spring 1 | | | Spring 2 | | |
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| Pastels and Charcoal | | | Painting | | |
| Encountering | Developing | Enhancing | Encountering | Developing | Enhancing |
| <ul style="list-style-type: none"> • Pupils will be able to hold a range of objects. | <ul style="list-style-type: none"> • Pupils will learn how to blend colours | <ul style="list-style-type: none"> • Pupils will analyse and evaluate their own | <ul style="list-style-type: none"> • Pupils will be able to hold a range of objects. | <ul style="list-style-type: none"> • Pupils will analyse and explore a range of | <ul style="list-style-type: none"> • Pupils will be able to discuss paintings using the following language: Colour (bright, natural, dull, cool, artificial) |

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| <ul style="list-style-type: none"> • Pupils will be able to make marks using pastels, • Pupils will use their hands to make marks • Pupils will learn how to blend colours using pastels and chalks | <p>using pastels.</p> <ul style="list-style-type: none"> • Pupils will be able to create a scene from their class book using pastels e.g. • Pupils will evaluate their work and discuss how they can make further improvements next time. • Pupils will create a | <p>and others' work using the language of art.</p> | <ul style="list-style-type: none"> • Pupils will be able to make marks using a range of materials, including chalk, pastels, paint • Pupils will use their hands to make marks • Pupils will be able to use a paint brush, sponges, crayons and chalk | <p>paintings by famous artists eg Mark Rothko, Yayoi Kusama and Caravaggio</p> <ul style="list-style-type: none"> • Pupils will identify the themes and characteristics of the paintings. • Pupils will explore what happens when certain | <p>Mood (calm, cheerful, depressing, aggressive, energetic, exciting, dull)</p> <p>Composition (layout, position, horizontal, vertical, symmetrical, flowing, formal, rigid)</p> <p>Texture (flat, polished, hard, soft, shiny, reflective,</p> <p>Mark making (visible, thick, thin, heavy, light, regular, patterned, quick)</p> |
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| | <p>scene using charcoal.</p> <ul style="list-style-type: none"> • Pupils will develop the technique of shading and blending • Pupils will be able to evaluate their drawings. | | <p>to make marks.</p> <ul style="list-style-type: none"> • Pupils will begin to identify an increasing variety of colours | <p>colours are mixed.</p> <ul style="list-style-type: none"> • Pupils will paint in the style of their favourite artist. • Pupils will be able to paint with increasing accuracy. | |
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| Summer 1 | | | Summer 2 | | |
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| Patterns and Textiles | | | African Masks | | |
| Encountering | Developing | Enhancing | Encountering | Developing | Enhancing |
| <ul style="list-style-type: none"> • Pupils will explore a | <ul style="list-style-type: none"> • Pupils will research ideas for a | <ul style="list-style-type: none"> • Pupils will be able to sew with | <ul style="list-style-type: none"> • Pupils will explore a range of | <ul style="list-style-type: none"> • Pupils will analyse a range of | <ul style="list-style-type: none"> • Pupils will be able to analyse and evaluate |

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| <p>range of fabrics.</p> <ul style="list-style-type: none"> • Pupils will learn how materials can be joined together using string or wool. • Pupils will develop their fine motor skills by threading fabric. | <p>diversity quilt.</p> <ul style="list-style-type: none"> • Pupils will collaborate to design the quilt through drawing and colour. • Pupils will begin to create patches of fabric to contribute to a diversity quilt. • Pupils will develop their fine motor skills by practising threading wool and cotton. | <p>accuracy and creativity.</p> | <p>pictures of African masks and state which they like or dislike.</p> <ul style="list-style-type: none"> • Pupils will explore the colours often found in African art through printing and painting. | <p>African mask designs and identify their key characteristics.</p> <ul style="list-style-type: none"> • Pupils will learn the function of African masks. • Pupils will learn the expressive power of simple shapes. • Pupils will learn to use symmetry in design. | <p>their own and others' work using the language of art.</p> |
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| | <ul style="list-style-type: none">• Pupils will design their own heritage and diversity quilt using different fabrics and images and materials eg silks, cotton, felt. | | | <ul style="list-style-type: none">• Pupils will develop an understanding of the effects of colour, pattern and texture in their designs.• Pupils will manipulate clay in order to create an African mask.• Pupils will decorate their masks using their painting skills. | |
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