

### Curriculum Sequencing Overview

Week	1	2	3	4	5
<b>Big ideas (key concepts)</b>	Expectations in Art Topic overview 'War and Conflict'	What is 'Conflict'	Types of conflict and how it can be represented in Art	Art History	Picasso
<b>Lesson topics sequence</b>	Discuss what a mindmap is and how we we would use it in Art Coverthe <b>literal</b> representation of the project ahead. It is also a way for us to process words and create ideas.  Students work on Mindmap in detail	Discuss expectations to create a safe space  Discuss places of conflict, types of conflict, how this relates or can be portrayed in Art  Add detail to mindmap	Discuss different types of conflict, look at images that represent different types of conflict  Discuss abstract Art and how this can represent feelings/conflicts  Students work on their own abstract piece	Look at a range of artists who have created pieces of art representing Conflict/War and peace  Otto Dix's piece 'Skull from the War'	Look at and discuss works from Picasso  Create an ARP on Picasso  <a href="#">Artist-research-template-A4.pdf</a>
<b>Home Learning</b>	Complete War and Conflict title page title page		Conflict Abstract Art: What conflict are you trying to show? Why have you used the colours you have chosen? Why have you used the material you have chosen? Do you think it went well? What could improve it?		Create a poster design inspired by Shepard Fairey
Week	6-7	8	9-10	11-12	13
<b>Big ideas (key concepts)</b>	Picasso	Personal research – ARP of chosen artist <b>IT Room needed</b>	Pastiche of chosen artists work	Own piece of Artwork	Evaluation
<b>Lesson topics sequence</b>	Create a pastiche of one of Picassos Work  Analyse the pastiche created alongside the artists research page	ARP  Students do their own research into a chosen artist and create an ARP on their chosen Artist.  Key Artists on the PowerPoint for some suggestions	Create a pastiche of a piece of work produced by their chosen Artist  Analyse the pastiche created alongside the artists research page	Based on all the topics covered on conflict, war and peace and from looking at all the artists work past and present, students now plan a personal response to the theme. This will be a personalised piece based on their own interpretation of the theme.	Explain evaluation purpose and commentary process. Students work through sketchbook to add commentary and produce an evaluation of their project 'holistically'
<b>Home learning</b>		Artist research page completed			Complete evaluation at home started in class.

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1  2 **SEATING PLANS**  
Have a seat! Seating plans are a way to help you and others learn the names of the people in your class and to help you learn the names of the people in your class.  
IN ART WE WORK IN SILENCE


3 **EXPECTATIONS**  
Come up against the wall... expectations are the things that we expect of ourselves and others.  
IN ART WE WORK IN SILENCE

4 **MATERIALS**  
I have been told that you should use the materials that you have at home...  
IN ART WE WORK IN SILENCE

5 **SKETCHBOOKS**  
A sketchbook is a book in which you can draw and write...  
IN ART WE WORK IN SILENCE


6 **HOMEWORK**  
The teacher has given you homework...  
IN ART WE WORK IN SILENCE


7 **CODES**  
Draw a picture of a person...  
IN ART WE WORK IN SILENCE


8  9 **LESSONS**  
Lesson 1

10 **Lesson 1**


11 **WHAT IS THE LINK?**  
SILENCE CHAPTER

12  13 **Homework - Create a title page on Conflict**  
IN ART WE WORK IN SILENCE

14  15 **Stories of the Past**  
IN ART WE WORK IN SILENCE

16  17 **RULES**  
IN ART WE WORK IN SILENCE


18 **Conflict Mind Map**  
IN ART WE WORK IN SILENCE

19  20 **LESSON 2**  
IN ART WE WORK IN SILENCE

21 **WHAT IS THE LINK?**  
SILENCE CHAPTER

22 **What is Conflict?**  
IN ART WE WORK IN SILENCE

23 **Conflict**  
IN ART WE WORK IN SILENCE

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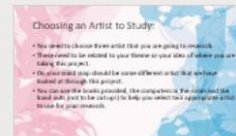
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