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|  | ANNUAL PLAN Art | **Session** | **2011 – 2012** |  |  |

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| Planning Period Dates  Curriculum Area | August – October  1 | October – December  2 | January – February  3 | February – April  4 | April – June  5 |
| CLASSES | Traditional Tales | Seasons and Festivals | Brazil | | Garden tiles |
| Class 1 | The Three Little Pigs | Autumn  Diwali  Christmas | * Printing – fabrics * Colours * Jungle * Carnivals * Music – collaborate with AM | | Link with ECO sensory garden development  Mozaics |
| Class 2 | The Three Little Pigs | Autumn  Diwali  Christmas | Link with ECO sensory garden development  Mozaics |
| Class 3 | The Three Little Pigs | Autumn  Diwali  Christmas | Link with ECO sensory garden development  Mozaics |
| Skills development  Learning strategies | Observation – looking ; touching ; handling  Drawing  Colour mixing  Printing  Modelling 2D/Modelling 3D  Presenting and evaluating  Encountering Experiencing Learning About | | | | |
| Class 1 | Autumn | Festivals  Diwali  Christmas | Brazil   * Printing – fabrics * Colours – * Jungle * Carnivals   Music – collaborate with AM | | Link with ECO sensory garden development  Mozaics |
| Class 2 | Autumn | Festivals  Diwali  Christmas | Link with ECO sensory garden development  Mozaics |
| Class 3 | Autumn | Festivals  Diwali  Christmas | Link with ECO sensory garden development  Mozaics |
| Class 4 | Autumn | Festivals  Diwali  Christmas | Link with ECO sensory garden development  Mozaics |
| Class 5 | Autumn | Festivals  Diwali  Christmas | Link with ECO sensory garden development  Mozaics |
| Class 6 | Autumn | Festivals  Diwali  Christmas | Link with ECO sensory garden development  Mozaics |
| Class 7 | Autumn | Festivals  Diwali  Christmas | Link with ECO sensory garden development  Mozaics |
| Class 8 | Autumn | Festivals  Diwali  Christmas | Brazil   * Printing – fabrics * Colours – * Jungle * Carnivals   Music – collaborate with AM | | Link with ECO sensory garden development  Mozaics |
| Skills development  Learning strategies | Observation – looking ; touching ; handling  Drawing  Colour mixing  Printing  Modelling 2D/Modelling 3D  Evaluating and presenting  Encountering Experiencing Learning About | | | | |

**Evidence**

* Discussion with children/young people
* Skills’ profiles
* individual portfolios
* Photographs/videos
* Gallery and art work around the school