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| !ED&CHIL | ANNUAL PLAN Art | **Session** | **2011 – 2012** |  |  |

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| Planning Period DatesCurriculum Area | August – October1 | October – December2 | January – February3 | February – April4 | April – June5 |
| CLASSES | Traditional Tales | Seasons and Festivals | Brazil | Garden tiles |
| Class 1 | The Three Little Pigs | AutumnDiwaliChristmas | * Printing – fabrics
* Colours
* Jungle
* Carnivals
* Music – collaborate with AM
 | Link with ECO sensory garden developmentMozaics |
| Class 2 | The Three Little Pigs | AutumnDiwaliChristmas | Link with ECO sensory garden developmentMozaics |
| Class 3 | The Three Little Pigs | AutumnDiwaliChristmas | Link with ECO sensory garden developmentMozaics |
| Skills developmentLearning strategies | Observation – looking ; touching ; handling Drawing Colour mixingPrinting Modelling 2D/Modelling 3DPresenting and evaluating Encountering Experiencing Learning About |
| Class 1 | Autumn | Festivals DiwaliChristmas | Brazil* Printing – fabrics
* Colours –
* Jungle
* Carnivals

Music – collaborate with AM | Link with ECO sensory garden developmentMozaics |
| Class 2 | Autumn | Festivals DiwaliChristmas | Link with ECO sensory garden developmentMozaics |
| Class 3 | Autumn | Festivals DiwaliChristmas | Link with ECO sensory garden developmentMozaics |
| Class 4 | Autumn | Festivals DiwaliChristmas | Link with ECO sensory garden developmentMozaics |
| Class 5 | Autumn | Festivals DiwaliChristmas | Link with ECO sensory garden developmentMozaics |
| Class 6 | Autumn | Festivals DiwaliChristmas | Link with ECO sensory garden developmentMozaics |
| Class 7 | Autumn | Festivals DiwaliChristmas | Link with ECO sensory garden developmentMozaics |
| Class 8 | Autumn | Festivals DiwaliChristmas | Brazil* Printing – fabrics
* Colours –
* Jungle
* Carnivals

Music – collaborate with AM | Link with ECO sensory garden developmentMozaics |
| Skills developmentLearning strategies | Observation – looking ; touching ; handling Drawing Colour mixingPrinting Modelling 2D/Modelling 3DEvaluating and presentingEncountering Experiencing Learning About |

**Evidence**

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