



## **ART LONG TERM PLANNING DOCUMENT**

### Curriculum Intent Statement

The intention of the art curriculum across Greenfields Federation is to enable pupils with a progression of skills to express their thoughts and ideas through art, provide pupils with an opportunity to have an appreciation of different art forms and their impact on people and to provide opportunities for pupils to be challenged, including those who might not always shine in other academic subjects. Pupils should be equipped with the knowledge to have opportunities to experiment, invent and create their own new works of art. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. Pupils from Year 1 are taught in two year cycles so progression should be seen between the cycles of Reception, KS1, Lower KS2 and Upper KS2. During KS2 pupils will have opportunities to work with a range of media and they will be exposed to a range of artists, architects and designers. Curriculum topics and outcomes have been set to ensure coverage of the National curriculum.

### **Aims and objectives**

The aims of the Expressive Arts subjects are:

- To promote a love of learning in the enjoyment of arts and culture through a wide-range of experiences and opportunities; during and outside normal teaching hours.
- To continually strive to improve and develop teaching, ensuring pupils receive quality provision and a breadth of arts and cultural occasions.
- To involve pupil engagement; they will be able to talk enthusiastically about, and demonstrate their knowledge, skills, understanding and experience of, a broad range of high-quality arts and cultural provision.
- To embed a diverse curriculum, allowing pupils to explore and make connections in other subjects.
- To allow pupils to have the opportunity to have greater input in what they learn and how they record their learning.
- To have a commitment to CPD across the coverage of arts and culture for all members of staff, with appropriate resources for this.
- To work with and understand the value of working with a broad range of partners to provide and deliver high-quality arts and cultural education.

- To demonstrate a clear commitment to the equality of education and the opportunity for all pupils with protected characteristics (as defined in the Equality Act 2010) to take part in arts and cultural experiences.

## Overview

<b>Key Skill</b>	<b>Coverage Year 1/2 Cycle A</b>	<b>Coverage Year 1/2 Cycle B</b>	<b>Coverage Year 3/4 Cycle A</b>	<b>Coverage Year 3/4 Cycle B</b>	<b>Coverage Year 5/6 Cycle A</b>	<b>Coverage Year 5/6 Cycle B</b>
1. to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	All	Autumn and Spring	Autumn 1- A Walk in the Woods Spring 1- Roaming Romans Summer 1- What Lies Beneath	Autumn 2- Groovy Greeks Spring 2- From Stone to Steel Summer 2- Our Diverse World	Autumn 1- Welcome to the Jungle Spring 1- Tomb Raiders Summer 1- Extreme Earth	Autumn 2- World Conflict Spring 2- North America Summer 2- Viking Invasions
2. to create sketch books to record their observations and use them to review and revisit ideas	All	All	Autumn 1- A Walk in the Woods Spring 1- Roaming Romans Summer 1- What Lies Beneath	Autumn 2- Groovy Greeks Spring 2- From Stone to Steel Summer 2- Our Diverse World	Autumn 1- Welcome to the Jungle Spring 1- Tomb Raiders Summer 1- Extreme Earth	Autumn 2- World Conflict Spring 2- North America Summer 2- Viking Invasions
3. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	All	All	Autumn 1- A Walk in the Woods Spring 1- Roaming Romans Summer 1- What Lies Beneath	Autumn 2- Groovy Greeks Spring 2- From Stone to Steel Summer 2- Our Diverse World	Autumn 1- Welcome to the Jungle Spring 1- Tomb Raiders Summer 1- Extreme Earth	Autumn 2- World Conflict Spring 2- North America Summer 2- Viking Invasions
4. to know about great artists, architects and designers in history.	Autumn and Spring	Autumn and Summer	Autumn 1- A Walk in the Woods Spring 1- Roaming Romans Summer 1- What Lies Beneath	Autumn 2- Groovy Greeks Spring 2- From Stone to Steel Summer 2- Our Diverse World	Autumn 1- Welcome to the Jungle Spring 1- Tomb Raiders Summer 1- Extreme Earth	Autumn 2- World Conflict Spring 2- North America Summer 2- Viking Invasions

## Skills and knowledge Ladder

	EYFS	Years 1 and 2	Years 3 and 4	Years 5 and 6
<b>Developing techniques:</b>				
Drawing	<p>To use simple tools and techniques competently &amp; appropriately.</p> <p>To explore mark-making.</p> <p>To be encouraged to draw accurate representations of people.</p>	<p>To experiment with drawing lines and use 2D shapes to draw, developing skill and control with a range of materials.</p>	<p>To begin to develop drawing skills from direct observation.</p> <p>To make quick sketches to capture initial ideas before they are lost.</p> <p>To experiment with drawing in ink.</p> <p>To be able to sketch with correct proportions.</p> <p>To develop techniques, skills and processes of 2D and 3D materials through use of geometric and mathematical drawing, including using a compass.</p> <p>To show the use of movement in their drawings.</p>	<p>To add increasing detail to drawings using perspective, mathematical processes, design detail and line.</p> <p>To learn and apply new drawing techniques such as negative drawing and chiaroscuro.</p>
Painting		<p>To begin to develop skill and control when painting.</p> <p>To paint with creativity and expression.</p>	<p>To increase skill and control when painting.</p> <p>To apply greater expression and creativity to own paintings.</p>	<p>To control brush strokes and apply tints and shades when painting.</p> <p>To apply more complex colour theory to own paintings.</p>

Collage	To create simple collages.	To select and use materials to create a collage.	<p>To simplify drawings or observed images into shapes ready for collage.</p> <p>To manipulate materials to create textures that have been observed.</p>	<p>To investigate and combine visual and tactile materials and processes to explore different ideas for different purposes.</p> <p>To cut complex shapes and lines in various sizes to represent ideas.</p> <p>To select materials for a purpose, including layering textures and colours to create interest, selecting materials to represent tones.</p>
Sculpture	To manipulate materials-shaping, assembling and joining them.	<p>To sculpt 3D forms using clay, newspaper and natural materials.</p> <p>To etch patterns into clay.</p>	<p>To create sculptures using a range of materials; deciding on which materials to use for a specific purpose.</p> <p>To form and join 3D shapes to realise a design idea.</p> <p>To explore how a stimuli can be used as a starting point for 3D work.</p>	To create 3D sculptural forms; using research to decide how to represent their work.
Printing	<p>To print using vegetables.</p> <p>To create rubbings.</p>	<p>To use their previous knowledge of printing, and:</p> <p>To make collagraphs using string and other materials.</p>	<p>To use and apply their previous knowledge of printing, as well as:</p> <p>To mark idents onto foam tiles.</p> <p>To use monoprinting techniques.</p> <p>To simplify a more complex drawing into lines and shapes for printing purposes.</p> <p>To manipulate colour for print.</p>	<p>To use their previous knowledge of printing and:</p> <p>To use screen printing techniques.</p>

Digital art	To take a photograph. To choose digital pictures to use in their own art work.	To use a photo programme to provide some simple edits to an image.	To use a camera to take a specific photo or set of photos. To animate a simple sequence of photos to make a time based presentation with sound.	To create photomontages. To cut and paste images to be superimposed into other photographic images.
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**Knowing and applying the formal elements:**

<p>Colour</p>	<p>To recall the names of colours.</p> <p>To experiment with colours (mixing- not formal).</p>	<p>To remember the primary colours and how to mix them to create secondary colours.</p> <p>To create shades of colour, understanding lighter and darker, and choose and justify colours for purpose.</p> <p>To mix, apply and refine colour mixing using wet and dry media.</p> <p>To describe their colour selections.</p>	<p>To increase awareness and understanding of mixing and applying colour, including the use of natural pigments.</p> <p>To use colour such as tints and shades, for different purposes.</p>	<p>To select and mix more complex colours to depict thoughts and feelings.</p> <p>To mix and apply colours to represent real life tones.</p> <p>To layer colours to create interest.</p>
<p>Form</p>	<p>To experiment with materials to create 3D forms.</p>	<p>To begin to apply tone to describe form.</p> <p>To learn about form and space through making sculptures and developing language.</p> <p>To extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.</p>	<p>To focus on the application of tonal shading, including shadows.</p> <p>To develop their ability to describe and model form in 3D using a range of materials.</p> <p>To begin to add light and shade to convey depth.</p>	<p>Further extend their ability to describe and model form in 3D using a range of materials.</p> <p>To use light and shade to add detail to their work.</p>

Line	To experiment and investigate different types of lines.	To express and experiment with line for purpose, using appropriate language to describe lines.  To draw lines with increased skill and confidence.  To use line for expression when drawing portraits.	To express and describe organic and geometric forms through different types of line.  To learn and apply symmetry to draw accurate shapes.	To extend and develop a greater understanding of applying expression when using line.  To deepen knowledge and understanding of using line when drawing portraits. To develop greater skill and control.
Pattern	To spot different patterns in the classroom environment.	To understand patterns in nature, design and make patterns in a range of materials. Identify natural and man-made patterns.  To create patterns of their own.	To further develop knowledge and understanding of pattern.  To create original designs for patterns using geometric repeating shapes.	To construct patterns through various methods to develop their understanding.  To represent feelings and through patterns.  To create sophisticated artwork using their knowledge of pattern.
Shape	To recognise shapes used in the classroom environment.	To identify, describe and use shape for purpose.  To compose geometric designs by adapting their work of other artists to suit their own ideas.	To identify, draw and label shapes within images and objects.  To create and form shapes from 3D materials.  To compose geometric compositions using mathematical shapes.	To fluently sketch key shapes of objects when drawing.  To layer shapes to create interest.

<p>Texture</p>	<p>To explore different types of textures.</p> <p>To describe how materials feel.</p>	<p>To use materials to create textures.</p> <p>To identify and describe different textures.</p> <p>To select and use appropriate materials to create textures.</p>	<p>To use a range of materials and textures to express complex textures, moods, feelings or movement.</p>	<p>To understand how artists manipulate materials for a given effect.</p>
<p>Developing ideas and evaluating including use of sketchbooks.</p>	<p>To choose particular colours for a purpose.</p> <p>To use previous learning about media and materials in original ways.</p>	<p>To represent thoughts and feelings by abstract mark making.</p> <p>To improve outcomes and develop their own work based on teacher feedback.</p> <p>To describe the strengths and weaknesses of works of art.</p>	<p>To make decisions about materials and techniques to create effect to meet a brief/purpose.</p> <p>To apply the creative processes of artists to own work.</p> <p>To review and improve outcomes and develop their own work based on peer feedback and their own reflections.</p>	<p>To initiate their own ideas on how to fulfil a given brief.</p> <p>To discuss their own art work, explaining the choices they have chosen to make (both written and verbally), including influences of researched designers, architects and artists.</p> <p>To present, discuss and appraise each other's work using artistic language.</p> <p>To correct the outcomes of their artistic work, adapting and improving it as it progresses.</p>



<p>Learning about other artists, architects and designers</p>	<p>To share opinions (likes and dislikes) about different artists' works.</p> <p>To emulate work from an artists' model.</p>	<p>To look at similarities and differences between works of art.</p> <p>To make connections from artists' work to their own.</p> <p>To look at the artwork of people from around the world and different art movements.</p>	<p>To express their thoughts and ideas about different art works (feelings, talking about the media &amp; techniques used).</p> <p>To develop a more comprehensive use of language when discussing art.</p> <p>To answer critical questions about works of art/architecture/design.</p>	<p>To learn how artists use colour, pattern and shape to create positive visual effects.</p> <p>To explore and evaluate artworks based on statements and messages artists are trying to convey and understand the role of art in wider society.</p>
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## ART YEAR 1 and 2 AUTUMN TERM CYCLE A

### SNAP, CRACKLE AND POP

National Curriculum Objectives	Knowledge	Links to Core Values
<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences</li> <li>and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<p>Linking with their history project on the Great Fire of London, pupils will explore London Landmarks. They will explore different materials and techniques to create a collage before culminating a final piece of a mixed-media collage cityscape.</p> <p>Children will also study the Artists Picasso and Andy Warhol. They will learn some skills associated with these artists, before creating an original final piece emulating some of these techniques.</p>	<p><b>Deep thinking-</b> Pupils reflect on their work and use their previous knowledge and learning of skills to create original artwork.</p> <p><b>Risk takers-</b> Pupils take risks by exploring media and techniques. They can articulate whether these risks were successful or not, and whether they would repeat them again in the future.</p> <p><b>Team builders-</b> Pupils share and listen to each other's ideas. They can express their opinions in a safe space. Pupils comment and assess each other's work, providing meaningful feedback so other's artwork can grow and develop.</p> <p><b>Go Getters-</b> Pupils try new ideas and persevere when things get tricky. They can discuss their artistic achievements.</p> <p><b>Community makers-</b> Pupils respect each other's differences and individual artistic choices. They respectfully listen to each other's ideas and opinions and are careful with the constructive feedback that they provide each other.</p>
Skills	<p>Know the primary colours and how to mix them to create secondary colours.</p>	Key Vocabulary
<p>Pupils should:</p> <ul style="list-style-type: none"> <li>Experiment with drawing lines and use 2D shapes to draw, developing skill and control with a range of materials.</li> <li>Select and use materials to create a collage.</li> <li>Mix, apply and refine colour mixing using wet and dry media.</li> <li>Describe their colour selections.</li> <li>Express and experiment with line for purpose, using appropriate language to describe lines.</li> <li>Draw lines with increased skill and confidence.</li> <li>Use line for expression when drawing portraits.</li> </ul>	<p>Create shades of colour, understanding lighter and darker, and choose and justify colours for purpose</p>	<p>Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Primary and Secondary (colour), Warm, Cold, Light, Dark, Bright, Shade, Fabric, Colour, Pattern, Shape, Texture, Glue, Stick, Scissors, Sew, Needle, Felt, Hessian, Scraps, Wool, Yarn, Mixed media, Collage, Appliqué, Layers, Combine, Opinion, Thread, Fur, Tweed, Silk, Satin, Net, Weave.</p>
Prior Learning	Key Questions	Links to other Curriculum Areas
<p>In EYFS, pupils would have:</p> <ul style="list-style-type: none"> <li>Used simple tools and techniques competently &amp; appropriately.</li> <li>Explored mark-making.</li> <li>Been encouraged to draw accurate representations of people.</li> <li>Experimented and investigated different types of lines.</li> </ul>	<p>How can you represent London in a mixed-media collage?</p> <p>How can you represent yourself in a portrait?</p>	<p style="text-align: center;">Future Learning</p> <p><b>History-</b> The Great Fire of London</p> <p><b>Geography-</b> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>

**ART YEAR 1 and 2 SPRING TERM CYCLE A**

**OUR WORLD, OTHER WORLDS**

National Curriculum Objectives	Knowledge	Links to Core Values
<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<p>Pupil's art this term will be linked with the Geography focus on the continent of Africa. Pupils will learn the skills and techniques to create observational drawings of African animals.</p> <p>This term's key artist focus will be on Gakonga. Pupils will learn about the culture and inspiration of the artist before creating their own observational drawings in his style.</p> <p>Identify, describe and use shape for purpose</p>	<p><b>Deep thinking-</b> Pupils reflect on their work and use their previous knowledge and learning of skills to create original artwork.</p> <p><b>Risk takers-</b> Pupils take risks by exploring media and techniques. They can articulate whether these risks were successful or not, and whether they would repeat them again in the future.</p> <p><b>Team builders-</b> Pupils share and listen to each other's ideas. They can express their opinions in a safe space. Pupils comment and assess each other's work, providing meaningful feedback so other's artwork can grow and develop.</p> <p><b>Go Getters-</b> Pupils try new ideas and persevere when things get tricky. They can discuss their artistic achievements.</p> <p><b>Community makers-</b> Pupils respect each other's differences and individual artistic choices. They respectfully listen to each others ideas and opinions and are careful with the constructive feedback that they provide each other.</p>
Skills		Key Vocabulary
<p>Pupils should:</p> <ul style="list-style-type: none"> <li>Create shades of colour, understanding lighter and darker, and choose and justify colours for purpose.</li> <li>Mix, apply and refine colour mixing using wet and dry media.</li> <li>Describe their colour selections.</li> <li>Compose geometric designs by adapting their work of other artists to suit their own ideas.</li> <li>Represent thoughts and feelings by abstract mark making.</li> <li>Improve outcomes and develop their own work based on teacher feedback.</li> <li>Describe the strengths and weaknesses of works of art.</li> <li>Look at the artwork of people from around the world and different art movements.</li> </ul>		<p>Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Nature, Comparison, Still life, Secondary (colour), Light, Dark, Thick, Thin, Tone, Warm, Cold, Shade, Bright, Colour wash.</p> <p style="text-align: center;">Links to other Curriculum Areas</p> <p><b>Geography-</b> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>
Prior Learning	Key Questions	Future Learning
<p>In EYFS, pupils would have:</p> <ul style="list-style-type: none"> <li>Chosen particular colours for a purpose.</li> <li>Shared opinions (likes and dislikes) about different artists' works.</li> <li>Emulated work from an artists' model.</li> </ul>	<p>How can you create realistic drawings of African animals?</p> <p>How can I paint in the style of Gakonga?</p>	

**ART YEAR 1 and 2 SUMMER TERM CYCLE A**

**THE SECRET GARDEN/WILD AND WONDERFUL**

National Curriculum Objectives	Knowledge	Links to Core Values
<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<p>Pupils will explore different minibeasts and dragonflies, creating observational drawings before learning skills and techniques to create these both in sculptural form and by printing, including string collagraphs. This will culminate in a final piece representing a minibeast of their choosing in the medium of their choice.</p> <ul style="list-style-type: none"> <li>Understand patterns in nature, design and make patterns in a range of materials. Identify natural and man-made patterns.</li> </ul>	<p><b>Deep thinking-</b> Pupils reflect on their work and use their previous knowledge and learning of skills to create original artwork.  <b>Risk takers-</b> Pupils take risks by exploring media and techniques. They can articulate whether these risks were successful or not, and whether they would repeat them again in the future.  <b>Team builders-</b> Pupils share and listen to each other's ideas. They can express their opinions in a safe space. Pupils comment and assess each other's work, providing meaningful feedback so other's artwork can grow and develop.  <b>Go Getters-</b> Pupils try new ideas and persevere when things get tricky. They can discuss their artistic achievements.  <b>Community makers-</b> Pupils respect each other's differences and individual artistic choices. They respectfully listen to each other's ideas and opinions and are careful with the constructive feedback that they provide each other.</p>
Skills		Key Vocabulary
<p>Pupils should:</p> <ul style="list-style-type: none"> <li>Sculpt 3D forms using clay, newspaper and natural materials.</li> <li>Etch patterns into clay</li> <li>Make collagraphs using string and other materials.</li> <li>Begin to apply tone to describe form.</li> <li>Learn about form and space through making sculptures and developing language.</li> <li>Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.</li> <li>Identify, describe and use shape for purpose.</li> <li>Use materials to create textures.</li> <li>Identify and describe different textures.</li> <li>Select and use appropriate materials to create textures.</li> <li>Improve outcomes and develop their own work based on teacher feedback.</li> </ul>		<p>Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Nature, Comparison, Still life, Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Repeat, Rotate, Mon-print, Sculpture, Assemble, Construct, Model, Fold, Bend, Attach, Curve, Form, Impress, Texture.</p>
Prior Learning	Key Questions	Links to other Curriculum Areas
<p>In EYFS, pupils would have:</p> <ul style="list-style-type: none"> <li>Manipulated materials- shaping, assembling and joining them.</li> <li>Printed using vegetables.</li> <li>Created rubbings.</li> <li>Experimented with materials to create 3D forms..</li> <li>Explored different types of textures.</li> <li>Described how materials feel.</li> <li>Chosen particular colours for a purpose.</li> <li>Used previous learning about media and materials in original ways.</li> </ul>	<p>How can I represent a minibeast?</p>	<p><b>Science-</b> Animals including humans (Yr 1), Living things and their habitats (Yr 2).</p>
		Future Learning

**ART YEAR 1 and 2 AUTUMN TERM CYCLE B  
TURRETS AND TIARAS**

National Curriculum Objectives	Knowledge	Links to Core Values
<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<p>Pupils will study the artists Paul Klee and Mollie Bang and their use of shape in their works. They will explore portraiture and create their own self-portraits. Using techniques learnt, it will culminate in a final piece of their own representation of a fairy tale character.</p>	<p><b>Deep thinking-</b> Pupils reflect on their work and use their previous knowledge and learning of skills to create original artwork.</p> <p><b>Risk takers-</b> Pupils take risks by exploring media and techniques. They can articulate whether these risks were successful or not, and whether they would repeat them again in the future.</p> <p><b>Team builders-</b> Pupils share and listen to each other's ideas. They can express their opinions in a safe space. Pupils comment and assess each other's work, providing meaningful feedback so other's artwork can grow and develop.</p> <p><b>Go Getters-</b> Pupils try new ideas and persevere when things get tricky. They can discuss their artistic achievements.</p> <p><b>Community makers-</b> Pupils respect each other's differences and individual artistic choices. They respectfully listen to each other's ideas and opinions and are careful with the constructive feedback that they provide each other.</p>
Skills		Key Vocabulary
<p>Pupils should:</p> <ul style="list-style-type: none"> <li>Experiment with drawing lines and use 2D shapes to draw, developing skill and control with a range of materials.</li> <li>Begin to apply tone to describe form.</li> <li>Express and experiment with line for purpose, using appropriate language to describe lines.</li> <li>Draw lines with increased skill and confidence.</li> <li>Use line for expression when drawing portraits.</li> <li>Improve outcomes and develop their own work based on teacher feedback.</li> <li>Describe the strengths and weaknesses of works of art.</li> </ul>		<p align="center">Links to other Curriculum Areas</p> <p><b>English-</b> become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics (Y1), become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales (Y2).</p>
Prior Learning	Key Questions	Future Learning
<p>In EYFS, pupils would have:</p> <p>To be encouraged to draw accurate representations of people.</p> <p>To experiment and investigate different types of lines.</p> <p>To recognise shapes used in the classroom environment.</p> <p>To share opinions (likes and dislikes) about different artists' works.</p> <p>To emulate work from an artists' model.</p>	<p>How can I represent a person/character?</p> <p>What features are needed in a portrait?</p>	

**ART YEAR 1 and 2 SPRING TERM CYCLE B**

**ANIMAL MAGIC (SUNNY'S SPRING ADVENTURES)**

National Curriculum Objectives	Knowledge	Links to Core Values
<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<p>Pupils will explore a range of paints and techniques such as sponge painting, watercolours and trowling up paint to create weather art representing different weathers.</p> <p>Using this knowledge and the introduction of collage techniques, pupils will study the artwork of Henry Rousseau to create their own mixed media collage of a Rainforest.</p>	<p><b>Deep thinking-</b> Pupils reflect on their work and use their previous knowledge and learning of skills to create original artwork.</p> <p><b>Risk takers-</b> Pupils take risks by exploring media and techniques. They can articulate whether these risks were successful or not, and whether they would repeat them again in the future.</p> <p><b>Team builders-</b> Pupils share and listen to each other's ideas. They can express their opinions in a safe space. Pupils comment and assess each other's work, providing meaningful feedback so other's artwork can grow and develop.</p> <p><b>Go Getters-</b> Pupils try new ideas and persevere when things get tricky. They can discuss their artistic achievements.</p> <p><b>Community makers-</b> Pupils respect each other's differences and individual artistic choices. They respectfully listen to each other's ideas and opinions and are careful with the constructive feedback that they provide each other.</p>
<p align="center">Skills</p>		<p align="center">Key Vocabulary</p>
<p>Pupils should:</p> <ul style="list-style-type: none"> <li>Begin to develop skill and control when painting.</li> <li>Paint with creativity and expression.</li> <li>Select and use materials to create a collage.</li> <li>Mix, apply and refine colour mixing using wet and dry media.</li> <li>Understand patterns in nature, design and make patterns in a range of materials.</li> <li>Identify natural and man-made patterns.</li> <li>Create patterns of their own.</li> <li>Represent thoughts and feelings by abstract mark making.</li> <li>Look at the artwork of people from around the world and different art movements.</li> </ul>		<p align="center">Links to other Curriculum Areas</p> <p><b>Science-</b> Seasonal Changes- observe changes across the 4 seasons, observe and describe weather associated with the seasons and how day length varies (Y1).</p>
<p align="center">Prior Learning</p>	<p align="center">Key Questions</p>	<p align="center">Future Learning</p>
<p>In EYFS, pupils would have:</p> <ul style="list-style-type: none"> <li>Created simple collages.</li> <li>Manipulated materials- shaping, assembling and joining them.</li> <li>Recalled the names of colours.</li> <li>Experimented with colours (mixing- not formal).</li> <li>Emulated work from an artists' model.</li> </ul>	<p>How can I represent the natural world?</p>	

**YEAR 3&4 AUTUMN TERM 1st HALF CYCLE 1**

Create a final sculpture representing the natural world, inspired by Goldsworthy.

National Curriculum Objectives	Outcome of project	Links to Core Values
<p>Pupils will: - create sketch books to record their observations and use them to review and revisit ideas.</p> <p>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>learn about great artists, architects and designers in history.</p>	<p>Children will know: To know Goldsworthy is a British artist. The era in which he works - Born 1956 - present.</p> <p>2. He is associated with the environmental art movement.</p> <p>3. He works with nature, rearranging its natural forms in such a way as to enhance rather than detract from their beauty. Goldsworthy views the inevitable decay in his work as part of the life cycle - his pieces gradually fade away into the land from which they've come.</p> <p>4. To know that Goldsworthy often uses spherical, spiral and circular shapes to depict his artwork.</p> <p>5. Goldsworthy often uses a black circle in the middle of his sculptures. This often represents the "beyond" and a window into the future.</p> <p>6. He uses materials found in nature to create his sculptures e.g. sand, stones, leaves, mud, rocks, branches and ice.</p> <p>7. He says his artwork is "just about life and the need to understand that a lot of things in life do not last."</p>	<p><b>Deep thinking-</b> Pupils reflect on their work and use their previous knowledge and learning of skills to create original artwork.</p> <p><b>Risk takers-</b> Pupils take risks by exploring media and techniques. They can articulate whether these risks were successful or not, and whether they would repeat them again in the future.</p> <p><b>Team builders-</b> Pupils share and listen to each other's ideas. They can express their opinions in a safe space. Pupils comment and assess each other's work, providing meaningful feedback so other's artwork can grow and develop.</p> <p><b>Go Getters-</b> Pupils try new ideas and persevere when things get tricky. They can discuss their artistic achievements.</p> <p><b>Community makers-</b> Pupils respect each other's differences and individual artistic choices. They respectfully listen to each other's ideas and opinions and are careful with the constructive feedback that they provide each other.</p>
Skills	Focus Medium(s)	Key Vocabulary
<p>Pupils should: - To form and join 3D shapes to realise a design idea. To explore how a stimuli can be used as a starting point for 3D work. To create sculptures using a range of materials; deciding on which materials to use for a specific purpose. To develop their ability to describe and model form in 3D using a range of materials. To further develop knowledge and understanding of pattern. To create and form shapes from 3D materials. To develop a more comprehensive use of language when discussing art. To answer critical questions about works of art.</p>	<p>Natural sculpture</p> <hr/> <p>Notable artists, architect, designers and movements.</p> <p>Andy Goldsworthy (Sculptor)</p>	<p>natural, sculpture, line, shape, colour, temporary, ephemeral, environmentalist, man-made, environment.</p> <hr/> <p>Links to other Curriculum Areas</p> <p>Outdoor learning</p>
Prior Learning	Key Questions	Future Learning
<p>sculptural form and printing, including string collographs in year 1/2</p>	<p>How can the natural world be represented in sculpture?</p>	<p>In UKS2, pupils will explore creating sculptures of animals using willow.</p>

**YEAR 3&4 AUTUMN TERM 2nd HALF CYCLE 1**

To explore how flowers can be represented in a range of ways.

National Curriculum Objectives	Outcome of project	Links to Core Values
<p>Pupils will: -</p> <ul style="list-style-type: none"> <li>● create sketch books to record their observations and use them to review and revisit ideas.</li> <li>● improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>● learn about great artists, architects and designers in history.</li> </ul>	<p>Children knowledge:            Who Georgia O'Keefe is and her works of art. Abstract modern artist 1887 - 1986            To know what techniques help draw more accurately. A line is a connection between two points. Line is one of the most important elements of art.            Line is essential to the creative process, it can communicate a thought, an idea and even a feeling. A line can vary in width, length and direction. Lines can also be horizontal, vertical, diagonal, straight, curved, thick or thin.            Different surfaces can help you create interesting textures. Colour mixing is important – you can add white and black to a colour to mix tints and tones to paint lighter and darker areas of your picture.            Adding highlights and shadows to an object helps to make it look more realistic. You need to decide which direction the light is shining from and this needs to be the same for every object in your painting. Highlights can be added to the side that the light is shining, and shadows created on the opposite side.</p>	<p><b>Deep thinking-</b> Pupils reflect on their work and use their previous knowledge and learning of skills to create original artwork.  <b>Risk takers-</b> Pupils take risks by exploring media and techniques. They can articulate whether these risks were successful or not, and whether they would repeat them again in the future.  <b>Team builders-</b> Pupils share and listen to each other's ideas. They can express their opinions in a safe space. Pupils comment and assess each other's work, providing meaningful feedback so other's artwork can grow and develop.  <b>Go Getters-</b> Pupils try new ideas and persevere when things get tricky. They can discuss their artistic achievements.  <b>Community makers-</b> Pupils respect each other's differences and individual artistic choices. They respectfully listen to each others ideas and opinions and are careful with the constructive feedback that they provide each other.</p>
Skills	Focus Medium(s)	Key Vocabulary
<p>Pupils should: -            To be able to sketch with correct proportions.            To begin to develop drawing skills from direct observation.            To increase skill and control when painting.            To apply greater expression and creativity to own paintings.            To focus on the application of tonal shading.            To form and join 3D shapes to realise a design idea.            To increase awareness and understanding of mixing and applying colour, including the use of natural pigments.            To begin to add light and shade to convey depth.            To further develop knowledge and understanding of pattern.            To make decisions about materials and techniques to create effect to meet a brief/purpose.</p>	<p>Painting- Still life             Mixed media-including sketching, watercolours, oil pastels and sculpture.</p>	<p>Symmetrical, asymmetrical, calm, still, complex, perspective, proportion, scale, viewfinder, section, abstract, complementary colours, harmonious colours, precise, natural, contrast, emotion.</p> <hr/> <p align="center">Notable artists, architect, designers and movements.</p> <p>Georgia O'Keefe            To express their thoughts and ideas about different art works.            To develop a more comprehensive use of language when discussing art.            To answer critical questions about works of art.</p>
Prior Learning	Key Questions	Links to other Curriculum Areas Outdoor learning
In KS1, pupils will have explored still life objects, learning to represent them in proportion.	Are flowers more complex than we think?	Future Learning



**YEAR 3&4 SPRING TERM CYCLE 1**

To design a clay pot with a particular purpose in mind.

National Curriculum Objectives	Outcome of project	Links to Core Values
<p>Pupils will: -</p> <ul style="list-style-type: none"> <li>● create sketch books to record their observations and use them to review and revisit ideas.</li> <li>● improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>● learn about great artists, architects and designers in history.</li> </ul>	<p>Children will know:</p> <p>Grayson Perry            Ceramics: a term given to any art work produced using clay.            Clay: Moist sticky earth. Liquid clay is called slip.            Pottery: Objects shaped from moist clay and hardened by heat.            Modelling: Working clay into a shape or form.            Scoring: Cutting or scratching the surface, used to join parts of a pot e.g. a handle.            Firing: Applying heat to harden clay in a large oven called a kiln            Hollowing: Removing the inside of a solid.            Pinching: Squeezing between the thumb and a finger            Coiling: Fixing rings of clay on top of each other.            Thrown vessels: Any ceramics where a kick or electric wheel is used to produce the arts work            Slab: A flat evenly cut/rolled layer            Wedging &amp; Kneading: Squeezing or pressing together using the hands &amp; fingers.</p>	<p><b>Deep thinking-</b> Pupils reflect on their work and use their previous knowledge and learning of skills to create original artwork.  <b>Risk takers-</b> Pupils take risks by exploring media and techniques. They can articulate whether these risks were successful or not, and whether they would repeat them again in the future.  <b>Team builders-</b> Pupils share and listen to each other's ideas. They can express their opinions in a safe space. Pupils comment and assess each other's work, providing meaningful feedback so other's artwork can grow and develop.  <b>Go Getters-</b> Pupils try new ideas and persevere when things get tricky. They can discuss their artistic achievements.  <b>Community makers-</b> Pupils respect each other's differences and individual artistic choices. They respectful listen to each others ideas and opinions and are careful with the constructive feedback that they provide each other.</p>
Skills	Focus Medium(s)	Key Vocabulary
<p>Pupils should: -</p> <p>To form and join 3D shapes to realise a design idea.            To increase awareness and understanding of mixing and applying colour, including the use of natural pigments.            To begin to develop their ability to describe and model form in 3D.            To create and form shapes from 3D materials.            To make decisions about materials and techniques to create effect to meet a brief/purpose.            To apply the creative processes of artists to their own work.            To review and develop their own work based on peer feedback and their own reflections.</p>	<p>Structure- Coil pots.</p> <hr/> <p>Notable artists, architect, designers and movements.</p> <p>Grayson Perry            To express their thoughts and ideas about different art works.            To develop a more comprehensive use of language when discussing art.</p>	<p>Symmetrical, shape, mood, shape, fine, coarse, purpose, pinch, coil, slab, decoration, brim, coil.</p> <hr/> <p>Links to other Curriculum Areas</p> <p>History- Romans.            DT</p>
Prior Learning	Key Questions	Future Learning
<p>In KS1, pupils will have explored structure in both Art and DT.</p>	<p>How have clay pots developed since the Roman times?</p>	<p>In UKS2, pupils will create an art installation using paper maché.</p>

**YEAR 3&4 SUMMER TERM CYCLE 1**

Create a seascape collage inspired by the work of William Turner.

National Curriculum Objectives	Outcome of project	Links to Core Values																				
<p>Pupils will: -</p> <ul style="list-style-type: none"> <li>● create sketch books to record their observations and use them to review and revisit ideas.</li> <li>● improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>● learn about great artists, architects and designers in history.</li> </ul>	<p>Children will know:</p> <p>Lots of different materials can be used to create collages. Layering paper is a key collage technique. You can layer paper on top of each other, and even peel away layers to reveal what is underneath. You can make different textures depending on how you tear or cut the paper.</p> <p>Mixed media collage is another collage technique. You can use any materials you like, to try and create lots of different effects.</p> <table border="1" data-bbox="875 539 1317 821"> <thead> <tr> <th>Word</th> <th>Definition</th> </tr> </thead> <tbody> <tr> <td><i>expression</i></td> <td>action where you make your thoughts or feelings known</td> </tr> <tr> <td><i>mood</i></td> <td>a positive or negative state/feeling</td> </tr> <tr> <td><i>materials</i></td> <td>items that can be used in a collage such as paper, card, sand, leaves etc</td> </tr> <tr> <td><i>collage</i></td> <td>art made by sticking different materials onto a backing</td> </tr> <tr> <td><i>tearing</i></td> <td>pull or rip something apart into pieces</td> </tr> <tr> <td><i>texture</i></td> <td>the feel of a surface</td> </tr> <tr> <td><i>abstract</i></td> <td>art which doesn't attempt to look 'real'</td> </tr> <tr> <td><i>layering</i></td> <td>arranging something in layers</td> </tr> <tr> <td><i>mixed media</i></td> <td>different materials used in a work of art</td> </tr> </tbody> </table>	Word	Definition	<i>expression</i>	action where you make your thoughts or feelings known	<i>mood</i>	a positive or negative state/feeling	<i>materials</i>	items that can be used in a collage such as paper, card, sand, leaves etc	<i>collage</i>	art made by sticking different materials onto a backing	<i>tearing</i>	pull or rip something apart into pieces	<i>texture</i>	the feel of a surface	<i>abstract</i>	art which doesn't attempt to look 'real'	<i>layering</i>	arranging something in layers	<i>mixed media</i>	different materials used in a work of art	<p><b>Deep thinking-</b> Pupils reflect on their work and use their previous knowledge and learning of skills to create original artwork.</p> <p><b>Risk takers-</b> Pupils take risks by exploring media and techniques. They can articulate whether these risks were successful or not, and whether they would repeat them again in the future.</p> <p><b>Team builders-</b> Pupils share and listen to each other's ideas. They can express their opinions in a safe space. Pupils comment and assess each other's work, providing meaningful feedback so other's artwork can grow and develop.</p> <p><b>Go Getters-</b> Pupils try new ideas and persevere when things get tricky. They can discuss their artistic achievements.</p> <p><b>Community makers-</b> Pupils respect each other's differences and individual artistic choices. They respectfully listen to each other's ideas and opinions and are careful with the constructive feedback that they provide each other.</p>
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<p>Pupils should: -</p> <p>To simplify drawings or observed images into shapes ready for collage.</p> <p>To manipulate materials to create textures that have been observed.</p> <p>To use a range of materials and textures to express complex textures, moods, feelings or movement.</p> <p>To make decisions about materials and techniques to create effect to meet a brief/purpose.</p> <p>To apply the creative processes of artists to their own work.</p> <p>To review and develop their own work based on peer feedback and their own reflections.</p> <p>To express their thoughts and ideas about different art works.</p> <p>To develop a more comprehensive use of language when discussing art.</p> <p>To answer critical questions about works of art.</p>	<p>Mixed media collage</p> <hr/> <p>Notable artists, architect, designers and movements.</p> <p>William Turner</p>	<p>Mood, bunching, dip, manipulate, join, form, media, layer, texture, construct, annotate, proportion, gloomy, landscapes, waterscapes.</p> <hr/> <p align="center">Links to other Curriculum Areas</p> <p>Geography- natural and human geography.</p>																				
<p align="center">Prior Learning</p>	<p align="center">Key Questions</p>	<p align="center">Future Learning</p>																				
<p>In KS1, pupils will have been introduced to collage and basic skills to create them.</p>	<p>How can you represent a moving sea by collage?</p>	<p>UKS2- Jungle inspired collage.</p>																				

**YEAR 3&4 SUMMER TERM CYCLE 1**

Create an animated story on a seascape theme.

National Curriculum Objectives	Outcome of project	Links to Core Values
<p>Pupils will: -</p> <ul style="list-style-type: none"> <li>• create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>• learn about great artists, architects and designers in history.</li> </ul>	<p>Animation is the process of giving the illusion of movement to drawings, models, or inanimate objects. Animated motion pictures and television shows are highly popular forms of entertainment.</p> <p>Stop motion animation is a filming technique in which objects (such as clay models) are photographed in a series of slightly different positions so that the objects seem to move</p> <p>Animation – A process by which still pictures appear to move. Flipbook – A book with pictures drawn in a way that makes them appear to move when the pages are flicked. Frame – A single image in an animation. Background – A non-moving image that appears behind the animated images. Play – Press this button to make the animation start. Sound – Music or oral effects that can be added to the animation. Stop motion – A technique whereby the camera is repeatedly stopped and started, for example to give animated figures the impression of movement.</p> <p>Video clip – A short piece of film or animation.</p>	<p><b>Deep thinking-</b> Pupils reflect on their work and use their previous knowledge and learning of skills to create original artwork.</p> <p><b>Risk takers-</b> Pupils take risks by exploring media and techniques. They can articulate whether these risks were successful or not, and whether they would repeat them again in the future.</p> <p><b>Team builders-</b> Pupils share and listen to each other's ideas. They can express their opinions in a safe space. Pupils comment and assess each other's work, providing meaningful feedback so other's artwork can grow and develop.</p> <p><b>Go Getters-</b> Pupils try new ideas and persevere when things get tricky. They can discuss their artistic achievements.</p> <p><b>Community makers-</b> Pupils respect each other's differences and individual artistic choices. They respectfully listen to each other's ideas and opinions and are careful with the constructive feedback that they provide each other.</p>
Skills	Focus Medium(s)	Key Vocabulary
<p>Pupils should: -</p> <p>To plan the use of a camera to take a specific photo or set of photos.</p> <p>To animate a simple sequence of photos to make a time based presentation with sound.</p> <p>Can work collaboratively with peers, sharing ideas and refining them based on feedback.</p> <p>To make decisions about materials and techniques to create effect to meet a brief/purpose.</p> <p>To review and develop their own work based on peer feedback and their own reflections.</p>	Digital Art- animation.	animation, sequence, time based presentation, story board, emotion, model, photo set, voice.
	Notable artists, architect, designers and movements.	<p>Links to other Curriculum Areas</p> <p>Computing</p> <p>Literacy</p>
Prior Learning	Key Questions	Future Learning
NA	How can a story be represented both artistically and digitally?	UKS2- Digital portrait based on the work by the artist Adam Hale.

**YEAR 3&4 AUTUMN TERM 1st HALF CYCLE 2**

To create mechanical drawings based on the work of Leonardo da Vinci.

National Curriculum Objectives	Outcome of project	Links to Core Values
<p>Pupils will: - create sketch books to record their observations and use them to review and revisit ideas.</p> <p>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>learn about great artists, architects and designers in history.</p>	<p>Children will know: Leonardo was born in Italy in 1452 He became an apprenticed artist at 15. In 1482 he moved to Milan and continued with his painting but also became an engineer Portraiture – the art of drawing a person The Renaissance- was a period of history from the 14th Century to 17th Century. The word means 'rebirth'. It marks the start of the modern world, showing new ideas and ways of doing things. Sfumato- smoky painting without lines and borders Blending- technique to intermingle 2 or more colour Shading- shading is the process of adding value to create illusion, form, space and light Hatching- is an artistic technique to shade, using parallel lines Perspective- to represent a 3d image on a 2d surface Composition- the placement of objects and element in art work Realism- to represent a person or thing in a way that is true and accurate to life Fresco- apply wet plaster to stone, paint on the plaster</p>	<p><b>Deep thinking-</b> Pupils reflect on their work and use their previous knowledge and learning of skills to create original artwork.</p> <p><b>Risk takers-</b> Pupils take risks by exploring media and techniques. They can articulate whether these risks were successful or not, and whether they would repeat them again in the future.</p> <p><b>Team builders-</b> Pupils share and listen to each other's ideas. They can express their opinions in a safe space. Pupils comment and assess each other's work, providing meaningful feedback so other's artwork can grow and develop.</p> <p><b>Go Getters-</b> Pupils try new ideas and persevere when things get tricky. They can discuss their artistic achievements.</p> <p><b>Community makers-</b> Pupils respect each other's differences and individual artistic choices. They respectfully listen to each others ideas and opinions and are careful with the constructive feedback that they provide each other.</p>
Skills	Focus Medium(s)	Key Vocabulary
<p>Pupils should: - Record geometric shapes and lines with some degree of accuracy from observation. Identify, draw and label shapes within images and objects. Experiment with drawing in ink. Focus on the application of tonal shading, including shadows. To compose geometric compositions using mathematical shapes. Be able to express complex textures. Be able to develop techniques, skills and processes of 2D and 3D materials through use of geometric and mathematical drawing, including using a compass. Apply the creative processes of artists to their own work.</p>	<p>Drawing- with inks, pencils</p>	<p>Position, Label, Line, Symbol, Change, Improve, Plan, Distance, Direction, Form, Texture, Tone, Weight, Pressure, Appearance.</p>
	<p>Notable artists, architect, designers and movements. Leonardo da Vinci (artist/designer) Express their thoughts and ideas about different art works. Develop a more comprehensive use of language when discussing art. To answer critical questions about works of art.</p>	<p>Links to other Curriculum Areas <b>Maths-</b> Geometry, Properties of Shape (Y3/4).</p>
Prior Learning	Key Questions	Future Learning
<p>in KS1, pupils would have explored their use of shape when studying the artists Paul Klee and Mollie Bang.</p> <p>Year 4 pupils who have already studied Cycle B, would have explored Still life when drawing flowers.</p>	<p>How can drawing also be mathematical?</p>	<p>All pupils will continue exploring Still life in the second half of this term in their Futurism project. Year 3 pupils will continue studying still life in relation to flowers when they study Cycle B. In UKS2, will continue exploring and refining their skill life skills.</p>

**YEAR 3&4 AUTUMN TERM 2nd HALF CYCLE 2**

To create a piece based on the work of the Futurists.

National Curriculum Objectives	Outcome of project	Links to Core Values
<p>Pupils will: -</p> <ul style="list-style-type: none"> <li>● create sketch books to record their observations and use them to review and revisit ideas.</li> <li>● improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>● learn about great artists, architects and designers in history.</li> </ul>	<p>Children will know:                      Giacomo Balla was born in Turin in 1871, Futurism is an art movement that began in the early 20th century in Italy.                      The movement was focused around modernity and common themes in the movement are technology, youth and industrial icons like cars and planes.                      Giacomo Balla, a painter, art teacher and poet.                      Futurism is considered an avant-garde artform, meaning that for the time it was considered experimental, unorthodox or even radical.                      Futurism was a movement that spread across multiple art forms, every medium from sculpture and painting to literature, music and interior design.</p>	<p><b>Deep thinking-</b> Pupils reflect on their work and use their previous knowledge and learning of skills to create original artwork.  <b>Risk takers-</b> Pupils take risks by exploring media and techniques. They can articulate whether these risks were successful or not, and whether they would repeat them again in the future.  <b>Team builders-</b> Pupils share and listen to each other's ideas. They can express their opinions in a safe space. Pupils comment and assess each other's work, providing meaningful feedback so other's artwork can grow and develop.  <b>Go Getters-</b> Pupils try new ideas and persevere when things get tricky. They can discuss their artistic achievements.  <b>Community makers-</b> Pupils respect each other's differences and individual artistic choices. They respectfully listen to each other's ideas and opinions and are careful with the constructive feedback that they provide each other.</p>
Skills	Focus Medium(s)	Key Vocabulary
<p>Pupils should: -                      Make quick sketches to capture initial ideas before they are lost.                      Be able to sketch still life objects with correct proportions.                      Begin to add light and shade to convey depth.                      Show the use of movement in their drawings.                      Use a range of materials and textures to express mood, feelings or movement.                      Make decisions about materials and techniques to create effect to meet a brief/purpose.                      Apply the creative processes of artists to their own work.                      Review and develop their own work based on peer feedback and their own reflections.                      Express their thoughts and ideas about different art works.                      Develop a more comprehensive use of language when discussing art.</p>	<p>Drawing Observation and shading  Scaling</p>	<p>Movement, Scale, Proportion, Abstract, Line, Observational drawing, colour, shape, industry, technology, blurring, overlay, repetition, lines of force.</p>
	<p>Notable artists, architect, designers and movements.  Futurism  Giacomo Balla (Artist)</p>	<p align="center">Links to other Curriculum Areas</p> <p><b>History-</b> Industrial revolution.</p>
Prior Learning	Key Questions	Future Learning
<p>Earlier in the term, pupils would have explored still life drawing and this unit of work builds upon this.</p>	<p>How do artists make people and objects move?</p>	<p>In UKS2, pupils will explore the still life of people and objects relating to World Wars 1 and 2.</p>

**YEAR 3&4 SPRING TERM CYCLE 2**

To create a cave painting exploring different techniques.

National Curriculum Objectives	Outcome of project	Links to Core Values
<p>Pupils will: - create sketch books to record their observations and use them to review and revisit ideas.</p> <p>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>learn about great artists, architects and designers in history.</p>	<p>Children will know:</p> <p>Pigment – a substance used for colouring or painting, especially a dry powder, which when mixed with oil, water, or another medium constitutes a paint or ink.</p> <p>Binder – Binder refers to substances that hold the particles of pigment together in paint. All paints include a binder of some sort because this is what keeps the pigment in place after the paint dries.</p> <p>Swatch – apply a sample of paint to a surface to test or demonstrate the colour.</p> <p>Cave paintings are paintings on cave walls and ceilings. These paintings were made in pre-historic times. Most cave paintings date from 10,000 to 20,000 years ago.</p> <p>It is not known why these paintings were made. Most people think they had a function for rituals or as a way of sharing information. Most paintings are in caves that are difficult to access. The best known are the caves of Altamira (Spain), Lascaux (France) or Creswell Crags (England).</p> <p>Sometimes, paintings were also done on cliff faces, however due to erosion fewer of these paintings have survived. An example of rock painting on cliff faces can be found at Astuvansalmi (Finland). Most often animals or hunting scenes were painted, although sometimes hands were painted too.</p> <p>The paintings were drawn with red and yellow ochre, hematite, manganese oxide and charcoal.</p>	<p><b>Deep thinking-</b> Pupils reflect on their work and use their previous knowledge and learning of skills to create original artwork.</p> <p><b>Risk takers-</b> Pupils take risks by exploring media and techniques. They can articulate whether these risks were successful or not, and whether they would repeat them again in the future.</p> <p><b>Team builders-</b> Pupils share and listen to each other's ideas. They can express their opinions in a safe space. Pupils comment and assess each other's work, providing meaningful feedback so other's artwork can grow and develop.</p> <p><b>Go Getters-</b> Pupils try new ideas and persevere when things get tricky. They can discuss their artistic achievements.</p> <p><b>Community makers-</b> Pupils respect each other's differences and individual artistic choices. They respectfully listen to each others ideas and opinions and are careful with the constructive feedback that they provide each other.</p>
<p align="center">Skills</p>	<p align="center">Focus Medium(s)</p>	<p align="center">Key Vocabulary</p>
<p>Pupils should: - Begin to develop drawing skills from direct observation. Increase skill and control when painting. To apply greater expression and creativity to own paintings. Increase awareness and understanding of mixing and applying colour, including the use of natural pigments. Use colour such as tints and shades, for different purposes. Make decisions about materials and techniques to create effect to meet a brief/purpose. Apply the creative processes of artists to their own work. To review and develop their own work based on peer feedback and their own reflections.</p>	<p>Painting- including making own paint from natural ingredients.</p> <p>Drawing using a range of media</p> <p>Notable artists, architect, designers and movements.</p> <p>Lascaux Cave drawings</p>	<p>Paelolithic, pigment, mineral, ritualistic, ochre, composition, hand paintings.</p>
<p>Pupils should: - Begin to develop drawing skills from direct observation. Increase skill and control when painting. To apply greater expression and creativity to own paintings. Increase awareness and understanding of mixing and applying colour, including the use of natural pigments. Use colour such as tints and shades, for different purposes. Make decisions about materials and techniques to create effect to meet a brief/purpose. Apply the creative processes of artists to their own work. To review and develop their own work based on peer feedback and their own reflections.</p>	<p>Painting- including making own paint from natural ingredients.</p> <p>Drawing using a range of media</p> <p>Notable artists, architect, designers and movements.</p> <p>Lascaux Cave drawings</p>	<p align="center">Links to other Curriculum Areas</p> <p><b>English-</b> Study of the book 'Stone Age Boy'.</p>
<p align="center">Prior Learning</p>	<p align="center">Key Questions</p>	<p align="center">Future Learning</p>
<p>In KS1 pupils would have explored drawing in a variety of ways, they would have also learnt about using a range of paints and mixing colours for particular purposes and techniques.</p>	<p>Who were the first artists?</p>	<p>In UKS2, pupils will explore drawing with different media for their Rainforest collage project.</p>

**YEAR 3&4 SUMMER TERM 1<sup>st</sup> Half CYCLE 2**

To create an original printwork inspired by famous buildings around the world.

National Curriculum Objectives	Outcome of project	Links to Core Values
<p>Pupils will: - create sketch books to record their observations and use them to review and revisit ideas.</p> <p>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>learn about great artists, architects and designers in history.</p>	<p>The children will know: Monoprinting is the process of making a print using 'mark making' Mark making is any mark made using any material on any surface A mark can be a line, a dot, a scratch and so on Using different tool can help create different thickness, and types of marks. Monoprinting creates unique freeform printed images every time Each print is created anew</p>	<p><b>Deep thinking-</b> Pupils reflect on their work and use their previous knowledge and learning of skills to create original artwork. <b>Risk takers-</b> Pupils take risks by exploring media and techniques. They can articulate whether these risks were successful or not, and whether they would repeat them again in the future. <b>Team builders-</b> Pupils share and listen to each other's ideas. They can express their opinions in a safe space. Pupils comment and assess each other's work, providing meaningful feedback so other's artwork can grow and develop. <b>Go Getters-</b> Pupils try new ideas and persevere when things get tricky. They can discuss their artistic achievements. <b>Community makers-</b> Pupils respect each other's differences and individual artistic choices. They respectfully listen to each other's ideas and opinions and are careful with the constructive feedback that they provide each other.</p>
Skills	Focus Medium(s)	Key Vocabulary
<p>Pupils should: - Begin to develop drawing skills from direct observation. Be able to sketch with the correct proportions. Develop techniques, skills and processes of 2D and 3D materials. Mark indents onto foam tiles. Simplify a more complex drawing into lines and shapes for printing purposes. Use and apply their previous knowledge of printing, as well as using monoprinting techniques. Increase awareness and understanding of mixing and applying colour. Use colour such as tints and shades, for different purposes. Further develop knowledge and understanding of pattern. Make decisions about materials and techniques to create effect to meet a brief/purpose. Review and develop their own work based on peer feedback and their own reflections. Express their thoughts and ideas about different art works.</p>	<p>Printing- Introducing monoprints  Including Landscape paintings involving buildings</p>	<p>Mark-making, sketch, composition, tone, shadows, city skyline, outline, horizon, depth, perspective, scale and proportion, artistic architectural drawings, detailed design plans by architects, collograph, monoprint, printing.</p>
	<p>Notable artists, architect, designers and movements.</p>	<p align="center">Links to other Curriculum Areas</p> <p><b>Geography-</b> Human Geography (KS2).</p>
Prior Learning	Key Questions	Future Learning
<p>In KS1, pupils would have explored collograph printing.</p>	<p>How has architecture been developed throughout the world?</p>	<p>In UKS2, pupils will use their knowledge of printing in original ways as well as exploring screen-printing techniques.</p>

**YEAR 3&4 SUMMER TERM 2<sup>nd</sup> Half CYCLE 2**

To create a self-portrait representing their own identity and heritage.

National Curriculum Objectives	Outcome of project	Links to Core Values
<p>Pupils will: - create sketch books to record their observations and use them to review and revisit ideas.</p> <p>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>learn about great artists, architects and designers in history.</p>	<p>Children will know: Observational drawing is the foundation of art. It means being able to draw from what you see. It is an important skill to practice and experiment with. The more you draw from observation, the easier it can become. Being able to draw what you see and record your observations and ideas is an important part of being an artist</p> <p>Composition how the different elements of an artwork are arranged observational drawing drawing from what you can see viewfinder used to frame a part of a scene/picture perspective the art of representing three-dimensional objects on a two-dimensional surface so as to give the right impression of their height, width, depth, and position in relation to each other scene a landscape illusion a false or misinterpreted idea muted colours colours which are not bright</p> <p>Who is Chris Offili? A British artist who creates intricate, colourful paintings often using mixed media</p>	<p><b>Deep thinking-</b> Pupils reflect on their work and use their previous knowledge and learning of skills to create original artwork.</p> <p><b>Risk takers-</b> Pupils take risks by exploring media and techniques. They can articulate whether these risks were successful or not, and whether they would repeat them again in the future.</p> <p><b>Team builders-</b> Pupils share and listen to each other's ideas. They can express their opinions in a safe space. Pupils comment and assess each other's work, providing meaningful feedback so other's artwork can grow and develop.</p> <p><b>Go Getters-</b> Pupils try new ideas and persevere when things get tricky. They can discuss their artistic achievements.</p> <p><b>Community makers-</b> Pupils respect each other's differences and individual artistic choices. They respectfully listen to each other's ideas and opinions and are careful with the constructive feedback that they provide each other.</p>
Skills	Focus Medium(s)	Key Vocabulary
<p>To begin to develop drawing skills from direct observation.</p> <p>To make quick sketches to capture initial ideas before they are lost.</p> <p>To be able to sketch with correct proportions.</p> <p>To apply greater expression and creativity to own paintings.</p> <p>To increase awareness and understanding of mixing and applying colour, including natural pigments.</p> <p>To use a range of materials and textures to express complex textures, moods, feelings or movement.</p> <p>To apply the creative processes of artists to own work.</p> <p>To express their thoughts and ideas about different art works (feelings, talking about the media &amp; techniques used).</p> <p>Make decisions about materials and techniques to create effect to meet a brief/purpose.</p> <p>Review and develop their own work based on peer feedback and their own reflections.</p>	<p>Drawing</p> <p>Portraiture</p> <p>Notable artists, architect, designers and movements.</p> <p>Chris Offili</p> <p>Frida Kahlo</p> <p>Amy Sherald</p> <p>Minjae Lee</p> <p>To answer critical questions about works of art/architecture/design.</p> <p>Express their thoughts and ideas about different art works.</p> <p>To develop a more comprehensive use of language when discussing art.</p>	<p>Blending, proportion, shadow, texture, tone, symmetry, realistic, observation, grisaille, harmonious colours, illustration.</p> <p align="center">Links to other Curriculum Areas</p> <p><b>PSHE</b></p>
Prior Learning	Key Questions	Future Learning
In KS1, pupils would have explored portraiture	How can identity be represented in a portrait?	In UKS2, pupils will make a digital self-portrait inspired by the artist Adam Hill.






**YEAR 5/6 AUTUMN TERM CYCLE 1**

To create a collage of an animal creature using their own chosen materials.

National Curriculum Objectives	Outcome of project	Links to Core Values
<p>Pupils will: - create sketch books to record their observations and use them to review and revisit ideas.</p> <p>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>learn about great artists, architects and designers in history.</p>	<p>Children will know: Environmental Artist A group of artists who are using their art to raise awareness for the environmental changes. Objective artwork refers to when the subject matter is easily recognisable Non-objective artwork is also known as abstract art, where the subject matter is not as recognisable. Painting with paper technique Called "painting with paper" because she makes collages look like paintings by manipulating pieces of paper. Only uses a pair of scissors, acid-free glue sticks, and magazine strips to make each collage. Mixed media (technique) When a variety of different textures and materials are used. Can use paper, wool, newspaper, photographs, bubble wrap and/or wire to create a 3D effect. Mixed media (landscape) Creating a mixed media landscape collage uses a range of materials and mediums. It is an objective collage that can use photographs. Still involves cutting and sticking and it set with varnish or PVA.</p>	<p><b>Deep thinking-</b> Pupils reflect on their work and use their previous knowledge and learning of skills to create original artwork. <b>Risk takers-</b> Pupils take risks by exploring media and techniques. They can articulate whether these risks were successful or not, and whether they would repeat them again in the future. <b>Team builders-</b> Pupils share and listen to each other's ideas. They can express their opinions in a safe space. Pupils comment and assess each other's work, providing meaningful feedback so other's artwork can grow and develop. <b>Go Getters-</b> Pupils try new ideas and persevere when things get tricky. They can discuss their artistic achievements. <b>Community makers-</b> Pupils respect each other's differences and individual artistic choices. They respectfully listen to each others ideas and opinions and are careful with the constructive feedback that they provide each other.</p>
Skills	Focus Medium(s)	Key Vocabulary
<p>Add increasing details to drawing using detail and line. Investigate and combine visual and tactile materials and processes to explore different ideas for purposes. Cut complex shapes and lines in various sizes to represent ideas. Select materials for a purpose, including layering textures and colours to create interest, selecting materials to represent tones. Layer colours and shapes to create interest. Understand how artists manipulate materials for effect. Initiate their own ideas on how to fulfil a given brief. Discuss their own art work, explaining the choices they have chosen to make, including influences of designers, architects and artists. Correct the outcomes of their artistic work, adapting and improving it as it progresses.</p>	<p>Mixed Media Collage Charcoal Oil Pastels</p> <p>Notable artists, architect, designers and movements.</p> <p>Learn how artists use colour, pattern and shape to create positive visual effects. Explore and evaluate artworks based on statements and messages artists are trying to convey and understand the role of art in wider society.</p>	<p>Collage, materials, layering, Mixed media (tools) Bubble wrap, Cotton wool, Wire, newspaper, photographs and other paper.</p> <p>Links to other Curriculum Areas</p> <p>Geography-Rainforests</p>
Prior Learning	Key Questions	Future Learning
<p>In LSK2 pupils created their own seascape collage. Prior Learning: Collages by tearing and overlapping, colours, shapes, pattern, line, form, shape, space, landscape sketching and painting, oil pastels and paints. I</p>	<p>How can animals be represented?</p>	

**YEAR 5/6 SPRING TERM CYCLE B**

To create detailed 3D sketch focused on an Egyptian architecture.

National Curriculum Objectives	Outcome of project	Links to Core Values																								
<p>Pupils will: - create sketch books to record their observations and use them to review and revisit ideas.</p> <p>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>learn about great artists, architects and designers in history.</p>	<p>Children will know: Art comes in many different forms but all art can be grouped into 2 or 3D. These refer to the dimensions of the artwork. 2D art is flat, such as a sketch, painting, illustration or a print. 3D artwork is solid and can be touched, lifted and walked around. One point perspective vs two point perspective</p> <table border="1" data-bbox="871 395 1364 895"> <thead> <tr> <th colspan="2">3D drawing</th> </tr> <tr> <th>shape</th> <th>two-point perspective</th> </tr> <tr> <th colspan="2">orientation line</th> </tr> <tr> <th colspan="2">Vocabulary</th> </tr> </thead> <tbody> <tr> <td><b>architecture</b></td> <td>the art or practice of designing and constructing buildings</td> </tr> <tr> <td><b>one-point perspective</b></td> <td>a drawing method that shows how things appear to get smaller as they get further away, converging towards a single 'vanishing point' on the horizon line</td> </tr> <tr> <td><b>two – point perspective</b></td> <td>This shows an object from the side with two vanishing points.</td> </tr> <tr> <td><b>curve</b></td> <td></td> </tr> <tr> <td><b>facade</b></td> <td>the front of a building, that faces on to a street or open space</td> </tr> <tr> <td><b>geometric</b></td> <td>Relating to points, lines, angles and surfaces</td> </tr> <tr> <td><b>linear</b></td> <td>made up of, relating to, or like a line</td> </tr> <tr> <td><b>convergence point</b></td> <td>Where lines meet in one place</td> </tr> </tbody> </table>	3D drawing		shape	two-point perspective	orientation line		Vocabulary		<b>architecture</b>	the art or practice of designing and constructing buildings	<b>one-point perspective</b>	a drawing method that shows how things appear to get smaller as they get further away, converging towards a single 'vanishing point' on the horizon line	<b>two – point perspective</b>	This shows an object from the side with two vanishing points.	<b>curve</b>		<b>facade</b>	the front of a building, that faces on to a street or open space	<b>geometric</b>	Relating to points, lines, angles and surfaces	<b>linear</b>	made up of, relating to, or like a line	<b>convergence point</b>	Where lines meet in one place	<p><b>Deep thinking-</b> Pupils reflect on their work and use their previous knowledge and learning of skills to create original artwork.</p> <p><b>Risk takers-</b> Pupils take risks by exploring media and techniques. They can articulate whether these risks were successful or not, and whether they would repeat them again in the future.</p> <p><b>Team builders-</b> Pupils share and listen to each other's ideas. They can express their opinions in a safe space. Pupils comment and assess each other's work, providing meaningful feedback so other's artwork can grow and develop.</p> <p><b>Go Getters-</b> Pupils try new ideas and persevere when things get tricky. They can discuss their artistic achievements.</p> <p><b>Community makers-</b> Pupils respect each other's differences and individual artistic choices. They respectfully listen to each others ideas and opinions and are careful with the constructive feedback that they provide each other.</p>
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<ul style="list-style-type: none"> <li>● Add increasing details to drawings</li> <li>● Use perspective, mathematical processes, design detail and line.</li> <li>● Use light, shade and tone to add detail to their work.</li> <li>● Develop greater skill and control of line.</li> <li>● Fluently sketch key shapes of objects when drawing.</li> <li>● Initiate their own ideas on how to fulfil a given brief.</li> <li>● Discuss their own art work, explaining the choices they have chosen to make, including influences of designers, architects and artists.</li> <li>● Present, discuss and appraise each other's work using artistic language.</li> <li>● Correct the outcomes of their artistic work, adapting and improving it as it progresses.</li> </ul>	<ul style="list-style-type: none"> <li>● Drawing architecture through sketching.</li> </ul> <p>Notable artists, architect, designers and movements.</p> <p>Ancient Egyptian Architecture- Senenmut (Architect) Sneferu (Architect) Dawn Roland (Sculptor)</p>	<p>Perspective, line, shade, tone, architect, form, manipulate.</p> <p>Links to other Curriculum Areas</p> <p>History- Ancient Egyptians</p>																								
Prior Learning	Key Questions	Future Learning																								
<p>In LKS2 pupils looked at representing architecture through sketching and printing.</p>	<p>How can buildings influence sculpture?</p>																									

**YEAR 5/6 SUMMER TERM CYCLE B**

To create a self-portrait including an element of technology.

National Curriculum Objectives	Outcome of project	Links to Core Values
<p>Pupils will: -</p> <ul style="list-style-type: none"> <li>● create sketch books to record their observations and use them to review and revisit ideas.</li> <li>● improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>● learn about great artists, architects and designers in history.</li> </ul>	<p><b>A photomontage</b> is a collage constructed from photographs</p>	<p><b>Deep thinking-</b> Pupils reflect on their work and use their previous knowledge and learning of skills to create original artwork.  <b>Risk takers-</b> Pupils take risks by exploring media and techniques. They can articulate whether these risks were successful or not, and whether they would repeat them again in the future.  <b>Team builders-</b> Pupils share and listen to each other's ideas. They can express their opinions in a safe space. Pupils comment and assess each other's work, providing meaningful feedback so other's artwork can grow and develop.  <b>Go Getters-</b> Pupils try new ideas and persevere when things get tricky. They can discuss their artistic achievements.  <b>Community makers-</b> Pupils respect each other's differences and individual artistic choices. They respectfully listen to each others ideas and opinions and are careful with the constructive feedback that they provide each other.</p>
Skills	Focus Medium(s)	Key Vocabulary
<p>Pupils should: -            Create photomontages.            Cut and paste images to be superimposed onto other photographic images.            Select more complex colours to depict thoughts and feelings.</p>	<p>Digital art</p>	<p>Photography, digital collage, graphic design,, paint(computer), purpose, manipulate, contrast, foreground, background, adaptation, composition.</p>
<p>Select more complex colours to depict thoughts and feelings.            Construct patterns through various methods to develop their understanding.            Represent feelings through patterns.            Create sophisticated artwork using their knowledge of pattern.            Layer colour and shapes to create interest.            Initiate their own ideas on how to fulfil a given brief.            Discuss their own art work, explaining the choices they have chosen to make, including influences of designers, architects and artists.            Present, discuss and appraise each other's work using artistic language.            Correct the outcomes of their artistic work, adapting and improving it as it progresses.</p>	<p>Notable artists, architect, designers and movements.            Adam Hale (Artist)            Learn how artists use colour, pattern and shape to create positive visual effects.            Explore and evaluate artworks based on statements and messages artists are trying to convey and understand the role of art in wider society.</p>	<p align="center">Links to other Curriculum Areas</p> <p><b>ICT-</b> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information (KS2)</p> <p><b>PSHE</b></p>
Prior Learning	Key Questions	Future Learning
<p>In LKS2, pupils would have studied portraiture through their focus on Roman Emperors. They would have created their own animated story on a seascape theme. Year 6 pupils who have already studied Cycle A, would have explored portraiture using watercolours for their World War 1 or 2 project.</p>	<p>How can I showcase my viewpoint of the world digitally?</p>	<p>Year 5 pupils will study portraiture in Cycle A, creating a watercolour portrait on a World War 1 or 2 theme.</p>




































**YEAR 5/6 SPRING TERM 1st HALF CYCLE 2**

To create a propaganda poster using their knowledge of printing techniques.

National Curriculum Objectives	Outcome of project	Links to Core Values
<p>Pupils will: -</p> <ul style="list-style-type: none"> <li>● create sketch books to record their observations and use them to review and revisit ideas.</li> <li>● improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>● learn about great artists, architects and designers in history.</li> </ul>	<p>It is a visual source of history and needs to be interpreted.                      Propaganda is an attempt to influence peoples' opinions or behaviour through the use of specific images and words. It usually gives limited information which is heavily <u>biased</u> in its presentation. Propaganda typically achieves its aims by generating an emotional reaction in the viewer.</p>	<p><b>Deep thinking-</b> Pupils reflect on their work and use their previous knowledge and learning of skills to create original artwork.  <b>Risk takers-</b> Pupils take risks by exploring media and techniques. They can articulate whether these risks were successful or not, and whether they would repeat them again in the future.  <b>Team builders-</b> Pupils share and listen to each other's ideas. They can express their opinions in a safe space. Pupils comment and assess each other's work, providing meaningful feedback so other's artwork can grow and develop.  <b>Go Getters-</b> Pupils try new ideas and persevere when things get tricky. They can discuss their artistic achievements.  <b>Community makers-</b> Pupils respect each other's differences and individual artistic choices. They respectfully listen to each others ideas and opinions and are careful with the constructive feedback that they provide each other.</p>
Skills	Focus Medium(s)	Key Vocabulary
<p>Pupils should: -</p> <ul style="list-style-type: none"> <li>● Learn and apply new drawing techniques such as negative drawing and chiaroscuro.</li> <li>● Use and apply their previous knowledge of printing, as well as using screenprinting techniques.</li> <li>● Represent feelings through patterns.</li> <li>● Create sophisticated artwork using their knowledge of pattern.</li> <li>● Discuss their own art work, explaining the choices they have chosen to make, including influences of designers, architects and artists.</li> <li>● Present, discuss and appraise each other's work using artistic language.</li> <li>● Correct the outcomes of their artistic work, adapting and improving it as it progresses.</li> <li>● Explore and evaluate artworks based on statements and messages artists are trying to convey and understand the role of art in wider society.</li> </ul>	<p>Printing- Introducing Screen Printing                       Using press print reduction blocks and coloured tissue</p>	<p>Screen Printing, Monotype, Printing plate, Inking up, Water-based, Oil-based, Overlap, Intaglio, Relief, Etching, Engraving, Indentation, Collograph, Pressure, Aesthetic, Pattern, Motif, Rotation, Reflection, Symmetrical, Repetition.</p>
	<p align="center">Notable artists, architect, designers and movements.</p>	<p align="center">Links to other Curriculum Areas</p>
	<p>To learn how artists use colour, pattern and shape to create positive visual effects.</p>	<p>History- World Wars 1 and 2.</p>
Prior Learning	Key Questions	Future Learning
<p>In LKS2, pupils revisited their prior learning of creating collographs before learning about monoprinting techniques.</p>	<p>How can printed art send a powerful message?</p>	

**YEAR 5/6 SPRING TERM 2nd HALF CYCLE 1**

To create an original watercolour painting based upon an object or a person from WW1 or 2.

National Curriculum Objectives	Outcome of project	Links to Core Values																								
<p>Pupils will: -</p> <ul style="list-style-type: none"> <li>● create sketch books to record their observations and use them to review and revisit ideas.</li> <li>● improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>● learn about great artists, architects and designers in history.</li> </ul>	<p align="center">Painting Top Tips</p> <p><b>Observe and compare</b> Look closely at the subject that you are painting. Compare it with what you have painted. Consider colours, tones, light, shadow, shape, texture.  Think of Austin's Butterfly.</p> <p><b>Consider colour</b> Mix and combine colours, tones and tints to create and enhance the mood of a piece. Consider warm or cool tones, contrasting colours.</p> <p><b>Consider light and shadow</b> Use tints and tones to create form, painting highlights and shading. </p> <p><b>Use your sketching</b> Sketch lightly before painting to combine line and colour.</p> <p><b>Scale up</b> Resize a smaller image into a larger one by scaling up. Accurate measurements are essential.</p> <p><b>Evaluating art work</b> Use visual language to make well-judged comments, referring to the key elements of art in the vocabulary table.</p> <table border="1"> <thead> <tr> <th>Vocabulary</th> <th>Definition</th> </tr> </thead> <tbody> <tr> <td>colour wheel</td> <td> A circle with different coloured sectors used to show the relationship between colours.</td> </tr> <tr> <td>primary colours</td> <td> Primary colours are three key colours - Red, Blue and Yellow. They cannot be made from any other colour.</td> </tr> <tr> <td>colour mixing</td> <td> Making new colours from existing colours.</td> </tr> <tr> <td>secondary colours</td> <td> If you mix equal amounts of the primary colours, you get the Secondary colours - Purple, Green and Orange. Red + Yellow = Orange Red + Blue = Purple Blue + Yellow = Green</td> </tr> <tr> <td>tertiary colours</td> <td> If you mix a primary with a secondary colour, in a ratio of 2:1, you get a Tertiary colour. For example: Red-Orange, Blue-Green</td> </tr> <tr> <td>warm colours</td> <td> The top half of the colours are 'warm' or 'hot' and the ones on the bottom are 'cool' or 'cold'.</td> </tr> <tr> <td>cool colours</td> <td> This is useful when you want to create a mood.</td> </tr> <tr> <td>neutrals</td> <td> White, black and grey are tint and tones that lighten or darken other colours.</td> </tr> <tr> <td>tint</td> <td> Adding white to a colour (lightens the colour). This is a colour strip.</td> </tr> <tr> <td>tone</td> <td> Adding black to a colour (darkens the colour).</td> </tr> <tr> <td>Foreground and background</td> <td> Hard sharp crisp edges generally bring a shape forward, nearer, into the foreground. Soft, blurred edges make a shape recede back into the distance, into the background.</td> </tr> </tbody> </table>	Vocabulary	Definition	colour wheel	 A circle with different coloured sectors used to show the relationship between colours.	primary colours	 Primary colours are three key colours - Red, Blue and Yellow. They cannot be made from any other colour.	colour mixing	 Making new colours from existing colours.	secondary colours	 If you mix equal amounts of the primary colours, you get the Secondary colours - Purple, Green and Orange. Red + Yellow = Orange Red + Blue = Purple Blue + Yellow = Green	tertiary colours	 If you mix a primary with a secondary colour, in a ratio of 2:1, you get a Tertiary colour. 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<p>Control brush strokes and apply tints and shades Apply more complex colour theory to own paintings. Select and mix more complex colours to depict thoughts and feelings. Mix and apply colours to represent real life tones. Use light, shade and tone to add detail to their work. Extend and develop a greater understanding of applying expression when using line. Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control of line. Initiate their own ideas on how to fulfil a given brief. Present, discuss and appraise each other's work using artistic language. Correct the outcomes of their artistic work, adapting and improving it as it progresses.</p>	<ul style="list-style-type: none"> <li>● Watercolour painting</li> <li>● Still life portraits</li> </ul> <p align="center">Notable artists, architect, designers and movements.</p> <p>Discuss their own art work, explaining the choices they have chosen to make, including influences of designers, architects and artists.</p>	<p>Perspective, line, shade, tone, architect, form, manipulate.</p> <p align="center">Links to other Curriculum Areas</p> <p>History- World Wars 1 and 2.</p>																								
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<p>In LKS2, pupils would have studied creating portraits based on Roman Emperors. They would have also studied still life drawing and painting. Year 6 pupils who have already studied Cycle B would have created their own digital self-portrait.</p>	<p>How can life during World conflicts be represented?</p>	<p>Year 5 pupils will study how to create their own digital self-portrait in Cycle B.</p>																								

**YEAR 5/6 AUTUMN TERM CYCLE 2**

To create an installation based on the planets.

National Curriculum Objectives	Outcome of project	Links to Core Values
<p>Pupils will: -</p> <ul style="list-style-type: none"> <li>● create sketch books to record their observations and use them to review and revisit ideas.</li> <li>● improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>● learn about great artists, architects and designers in history.</li> </ul>	<p>observation- to look very carefully at the subject of the drawing. 80% looking, 20% drawing.                      sketch- to draw lightly, using ghost lines.                      mark making- lines, dots, marks, patterns, and textures we create in an artwork.                      papier-mâché –a malleable mixture of paper and glue.                      sculpture –the art of making a 3 dimensional form                      collage-a piece of art created by sticking paper, pictures and/or small objects onto a surface.                      installation- large-scale, mixed-media constructions often designed for a specific place.                      To know what papier-mâché is and how it can be used to create sculpture. Review collage skills.                      To understand that mark making and pattern can add detail to drawings and sculpture..                      To be aware of modern art installations and how they can convey important messages.</p>	<p><b>Deep thinking-</b> Pupils reflect on their work and use their previous knowledge and learning of skills to create original artwork.  <b>Risk takers-</b> Pupils take risks by exploring media and techniques. They can articulate whether these risks were successful or not, and whether they would repeat them again in the future.  <b>Team builders-</b> Pupils share and listen to each other's ideas. They can express their opinions in a safe space. Pupils comment and assess each other's work, providing meaningful feedback so other's artwork can grow and develop.  <b>Go Getters-</b> Pupils try new ideas and persevere when things get tricky. They can discuss their artistic achievements.  <b>Community makers-</b> Pupils respect each other's differences and individual artistic choices. They respectfully listen to each others ideas and opinions and are careful with the constructive feedback that they provide each other.</p>
Skills	Focus Medium(s)	Key Vocabulary
<ul style="list-style-type: none"> <li>● Control brush strokes and apply tints and shades when painting.</li> <li>● Apply more complex colour theory to own painting.</li> <li>● Investigate and combine visual and tactile materials and processes to explore different ideas for different purposes.</li> <li>● Further extend their ability to describe and modern form in 3D in arrange of materials.</li> <li>● Select materials for a purpose, including layering textures and colours to represent tones.</li> <li>● Create 3D sculptural forms; using research to decide how to represent their work.</li> <li>● Discuss their own art work, explaining the choices they have chosen to make, including influences of designers, architects and artists.</li> <li>● Correct the outcomes of their artistic work, adapting and improving it as it progresses.</li> </ul>	<ul style="list-style-type: none"> <li>● Installation</li> <li>● Modroc</li> <li>● Papier Maché</li> <li>● Painting</li> </ul>	Installation, sculpture, form, texture, colour.
	Notable artists, architect, designers and movements.	Links to other Curriculum Areas
		Science- Space.  Music- Gulstov Holtz (Planning).
Prior Learning	Key Questions	Future Learning
<p>In LKS2, pupils would have explored sculpture in the form of creating coil pots and natural sculptures.</p> <p>Year 6 pupils who have already studied Cycle B would have created sculptures using willow and wire and created an Egyptian pyramid sculpture out of clay.</p>	How can Art be represented as an installation?	Year 5 pupils will study how to create sculptures using willow and wire and an Egyptian clay pyramid sculpture in Cycle B.

**YEAR 5/6 SUMMER TERM CYCLE A**

To transfer a 2D drawing into a 3D sculpture

National Curriculum Objectives	Outcome of project	Links to Core Values
Pupils will: - <ul style="list-style-type: none"> <li>● create sketch books to record their observations and use them to review and revisit ideas.</li> <li>● improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>● learn about great artists, architects and designers in history.</li> </ul>	.	<p><b>Deep thinking-</b> Pupils reflect on their work and use their previous knowledge and learning of skills to create original artwork.</p> <p><b>Risk takers-</b> Pupils take risks by exploring media and techniques. They can articulate whether these risks were successful or not, and whether they would repeat them again in the future.</p> <p><b>Team builders-</b> Pupils share and listen to each other's ideas. They can express their opinions in a safe space. Pupils comment and assess each other's work, providing meaningful feedback so other's artwork can grow and develop.</p> <p><b>Go Getters-</b> Pupils try new ideas and persevere when things get tricky. They can discuss their artistic achievements.</p> <p><b>Community makers-</b> Pupils respect each other's differences and individual artistic choices. They respectfully listen to each others ideas and opinions and are careful with the constructive feedback that they provide each other.</p>
Skills	Focus Medium(s)	Key Vocabulary
<ul style="list-style-type: none"> <li>● Further extend their ability to describe and modern form in 3D in a range of materials.</li> <li>● Investigate and combine visual and tactile materials and processes to explore different ideas for different purposes.</li> <li>● Select materials for a purpose including layering textures and colours to represent tones.</li> <li>● Create 3D sculptural forms; using research to decide how to represent their work.</li> <li>● Initiate their own ideas on how to fulfil a given brief.</li> <li>● Discuss their own art work explaining the choices they have chosen to make, including influences of designers, architects and artists.</li> <li>● Present, discuss and appraise each others' work using artistic language.</li> <li>● Correct the outcomes of their artistic work, adapting and improving as it progresses.</li> </ul>	Sculpture	Realistic, Proportion, Surface texture, Balance, Scale, Relationship, Transform, Movement, Rhythm, Composition, Structure, Construct, Flexible, Pliable, Hollow, Solid, Surface, Plane, Angle, Slip, Attachment, Relief, Line, Shape, Pose, Position, Gesture, Repetition, Sequence, Dynamic, Flowing, Motion, Rhythm, Proportion, Balance.
	Notable artists, architect, designers and movements.	Links to other Curriculum Areas
Prior Learning	Key Questions	Future Learning
In LKS2, pupils would have explored sculpture in the form of creating coil pots and natural sculptures. Year 6 pupils who have already studied Cycle 2 would have created a Space themed sculptural installation.	How can we transfer 2D drawings into 3D objects?	Year 5 pupils will learn to create a Spaced themed sculptural installation in Cycle 2.