

Long Term Art Plan 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year One Skills	<p>To experiment with a variety of media; different brush sizes and tools.</p> <ul style="list-style-type: none"> • To explore lightening and darkening paint without the use of black or white. • To begin to control the types of marks made with the range of media. • To start to record simple media explorations in a sketch book. • To name the primary and secondary colours. • To start to mix a range of secondary colours, moving towards predicting resulting colours. • To begin to identify different types and textures of fabric and materials for collage. • To explore 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. • To create images from a variety of media (e.g. photocopied material, fabric, crepe paper, magazines, etc.) • To arrange and glue materials to different backgrounds. • To sort and group materials for different purposes (e.g. colour, texture) 	<ul style="list-style-type: none"> • To experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. • To begin to control the types of marks made with the range of media. • To draw on different surfaces with a range of media. • To start to record simple media explorations in a sketch book. • To explore 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. • To look at and talk about own work and that of other artists and the techniques they had used. 	<ul style="list-style-type: none"> • To start to record simple media explorations in a sketch book. • To develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. • To investigate textures by describing, naming, rubbing, copying. • To produce an expanding range of patterns and textures. • To look at and talk about own work and that of other artists and the techniques they had used. • To experiment with a variety of media; different brush sizes and tools. • To paint on different surfaces with a range of media. 	<ul style="list-style-type: none"> • To have some experience of weaving and understand the process and some techniques. • To use appropriate language to describe colours, media, equipment and textures. • To look and talk about what they have produced, describing simple techniques and media used. • To explore 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. • To begin to identify different forms of textiles. • To have experience in colouring textiles: printing, fabric crayons. • To use more than one type of stitch. Explain how to thread a needle and have a go. 	<ul style="list-style-type: none"> • To explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. • To demonstrate experience at impressed printing: drawing into ink, printing from objects. • To use equipment and media correctly and be able to produce a clean printed image. • To explore printing in relief: string and card. • To begin to identify forms of printing: books, posters pictures, fabrics. • To explore 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. • To explore ideas using digital sources i.e. CD-ROMs, internet • To record visual information using digital cameras, video recorders, iPads • To use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas. • To use basic selection and cropping tools. 	<ul style="list-style-type: none"> • To experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc. • To shape and model materials for a purpose, e.g. pot, tile from observation and imagination. • To continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. • To impress and apply simple decoration techniques: impressed, painted, applied. • To use tools and equipment safely and in the correct way. • To explore 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. • To look at and talk about own work and that of other artists and the techniques they had used.

Year One Vocabulary	brush primary colours secondary colours collage texture glue	draw sketch pencil pastel crayon chalk charcoal artist	sketch book hatching scribbling stippling blending pattern	weaving textiles printing stitch needle	print impress relief graphics select crop	clay shape model rolling pinching kneading designers
Year One Knowledge	<p style="text-align: center;">Senses</p> <p>To develop art and design techniques using colour, texture, pattern, line, shape, form and space.</p> <p>Collage – texture and layering Look at the work of Kandinsky 2d shape patterns Piet Mondrian Broadway Boogie Woogie Compare Islamic geometrical patterns, Indian art, paisley designs, tartan, Peruvian fabric design Learn about the colour wheel and practise different colour combinations</p>	<p style="text-align: center;">Toys</p> <p>To know about the work of a range of artists, and making links to their own work.</p> <p>Drawing – Children’s Games by Pieter Bruegel the Elder Zoom in and make their own drawings to fit in the picture. Compare with Helen Bradley ‘And Miss Carter Wore Pink’. Draw action figures from stick men. Photography – taking pictures of children playing at playtime and create a photo montage of Beardall in a modern style of Bruegel. Practise use of composition, posing figures.</p>	<p style="text-align: center;">Castles</p> <p>To develop art and design techniques using colour, texture, pattern, line, shape, form and space.</p> <p>Painting – Rapunzel paintings Sketching and drawing skills J. W. Turner – castle paintings PreRaphaelites – John Waterhouse – Fair Rosamund Arthur Rackham – Rapunzel Rachel Christine Nowicki – Rapunzel</p>	<p style="text-align: center;">Growing Plants</p> <p>To use a range of materials creatively to design and make products.</p> <p>3D/Textile – Local artists to come in Weaving with willows? Andy Goldsworthy – natural art using found materials Simple weaving skills Weaving with natural materials; grasses, twigs, etc. Georgia O’Keefe – flowers Working on a large scale; small paper size but big art – replicate in fabric, sewing, painting on fabric.</p>	<p style="text-align: center;">Weather Watch</p> <p>To use a range of materials creatively to design and make products.</p> <p>Printing – Graphic design of medals Logos – eg Scotland, Wales etc Pop Art – Roy Lichtenstein Salvador Dali – Chuppa Chups Logo Find out about logos and symbols, design own logo/medal/badge Print using simple potato printing – draw into potato to create a negative design. Use similar technique on SafePrint (polystyrene squares) to develop detail on design.</p>	<p style="text-align: center;">A World of Animals</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>3D - Clay animals Birds Look at animal sculptures of Picasso, Elizabeth Frink, North American Totems Use playdough to practise skills of moulding, shaping, rolling, joining Use clay to develop shape of animals Use sketchbooks to plan, design and shape animals.</p>
Year Two Skills	<ul style="list-style-type: none"> • To create images from a variety of media using different means to attach them together. • To create and arrange shapes appropriately. • To fold, crumple, tear and overlap papers. • To work on different scales. • To collect, sort, name and match colours appropriate for an image. • To explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and 	<ul style="list-style-type: none"> • To use equipment and media with increasing confidence. • To shape, form, construct and model from observation and imagination. • To use a sketchbook to plan and develop simple ideas and making simple informed choices in media. • To demonstrate experience in surface patterns/ textures and use them when appropriate. • To explore carving as a form of 3D art. • To explore the work of a range of artists, craft 	<ul style="list-style-type: none"> • To continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. • To demonstrate experience at impressed printing: drawing into ink, printing from objects. • To use equipment and media correctly and be able to produce a clean printed image • To make simple marks on rollers and printing palettes • To take simple prints i.e. mono -printing. • To use a sketchbook to plan and develop simple 	<ul style="list-style-type: none"> • To begin to control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. • To use a sketchbook to plan and develop simple ideas. • To continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Name, match and draw lines/marks from observations. • To continue to investigate textures and 	<ul style="list-style-type: none"> • To use equipment and media with increasing confidence. • To shape, form, construct and model from observation and imagination. • To use a sketchbook to plan and develop simple ideas and making simple informed choices in media. • To demonstrate experience in surface patterns/ textures and use them when appropriate. • To explore carving as a form of 3D art. 	<ul style="list-style-type: none"> • To begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. • To continue to experiment in lighten and darken without the use of black or white. Begin to mix colour shades and tones. • To name key tints and shades of primary and secondary colours. (e.g. lemon, pink, navy) • To use a sketchbook to plan and develop simple ideas and continue to store information on colour

	<p>disciplines, and making links to their own work.</p> <ul style="list-style-type: none"> • To discuss own work and others work, expressing thoughts and feelings. 	<p>makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <ul style="list-style-type: none"> • To identify changes they might make or how their work could be developed further. 	<p>ideas and collect textures, patterns to inform other work.</p> <ul style="list-style-type: none"> • To experiment with overprinting motifs and colour. • To discuss own work and others work, expressing thoughts and feelings. • To identify changes they might make or how their work could be developed further. 	<p>produce an expanding range of patterns.</p> <ul style="list-style-type: none"> • To explore 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. • To discuss own work and others work, expressing thoughts and feelings. • To identify changes they might make or how their work could be developed further. 	<ul style="list-style-type: none"> • To draw on different surfaces with a range of media. • To begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. • To explore 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. 	<p>mixing, the colour wheel and colour spectrums.</p> <ul style="list-style-type: none"> • To continue to control the types of marks made with the range of media. • To use a brush to produce marks appropriate to work. E.g. small brush for small marks. • To explore 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.
Year Two Vocabulary	<p>join arrange crumple tear overlap scale</p>	<p>shape form construct media carve 3D</p>	<p>hard soft clean print roller palette mono-print</p>	<p>tone line observation shading</p>	<p>layering mixed media papier mache mask</p>	<p>control colour mixing light dark shade tone brush stroke shadow</p>
Year Two Knowledge	<p>Health - Plague</p> <p>To develop art and design techniques using colour, texture, pattern, line, shape, form and space.</p> <p>Collage – using layering, whole class piece of work</p> <p>Henri Matisse collage work, microscopic images of bacteria</p> <p>Use paper collage to produce images</p> <p>Develop pattern</p> <p>Marbling</p>	<p>Great Fire of London</p> <p>To develop art and design techniques using colour, texture, pattern, line, shape, form and space.</p> <p>To use a range of materials creatively to design and make products.</p> <p>3D – Architecture</p> <p>St Paul's Cathedral, other famous structures</p> <p>Historical look at buildings within London from wattle/daub based Tudor style buildings.</p> <p>Box modelling to create own buildings/structures</p> <p>Practise making different shapes; pillars, arches, windows</p>	<p>Great Explorers - Aviation</p> <p>To use a range of materials creatively to design and make products.</p> <p>Printing – line drawing</p> <p>Designing a balloon.</p> <p>Look at how to use shading and pattern to create a feel of depth within a drawing</p> <p>How pattern, texture, line, form and space can change the look of a surface.</p>	<p>Kings and Queens – Victorians</p> <p>To learn about the work of a range of artists, craft makers and designers.</p> <p>Sketching and textile – portraits</p> <p>Holbein, Portraits of Queen Victoria</p> <p>Sketching faces, use mirrors or sketch partners</p> <p>Use observation and discuss technique of sketching; fine lines. Line drawing with some shading.</p> <p>Develop into stylised portraits – look at playing cards and coins</p>	<p>Africa - Kenya</p> <p>To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.</p> <p>3D – Mask making</p> <p>Use papier mache to create an African mask</p> <p>African Masks</p> <p>Martin Bulinya</p> <p>Use paintings to develop a 3D figure of an African person or animal. Compare with work of Alberto Giacometti – use foil as a base to create sculpture</p>	<p>Habitats/Diet and Exercise</p> <p>To develop art and design techniques using colour, texture, pattern, line, shape, form and space.</p> <p>Painting – still life</p> <p>Paul Cezanne, post impressionists</p> <p>Observational drawings of fruit. Look at shading techniques and shadows to give subject a form within the space.</p> <p>Try adding colour in different ways – oil pastel and paint</p> <p>Colour mixing to find different shade and tones</p>

Year Three Skills	<ul style="list-style-type: none"> • To demonstrate increasing control of the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. • To mix colour, shades and tones with increasing confidence. • To use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. • To confidently create different effects and textures with paint according to what they need for the task. • To discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. • To explore a range of great artists, architects and designers in history. 	<ul style="list-style-type: none"> • To record and collect visual information using digital cameras and video recorders. • To present recorded visual images using software e.g. Photostory, PowerPoint. To use a graphics package to create images and effects. • To use light and dark within painting and begin to explore complimentary colours. • To demonstrate increasing control of the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. • To continue to explore 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. • To discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. • To explore a range of great artists, architects and designers in history. 	<ul style="list-style-type: none"> • To print simple pictures using different printing techniques. • To continue to explore both mono-printing and relief printing. • To use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. • To demonstrate experience in 3 colour printing. • To demonstrate experience in combining prints taken from different objects to produce an end piece. • To continue to gain experience in applying colour with printing. • To continue to explore 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. • To discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. To explore a range of great artists, architects and designers in history. 	<ul style="list-style-type: none"> • To show awareness and name a range of different fabrics. • To use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects • To apply decoration using beads, buttons, feathers etc. • To show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. • To use a sketchbook to plan, collect and develop ideas. • To record textile explorations and experimentations as well as try out ideas. • To identify changes they might make or how their work could be developed further. • To continue to explore 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. • To explore a range of great artists, architects and designers in history. 	<ul style="list-style-type: none"> • To develop intricate patterns/ marks with a variety of media. • To demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. • To use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. • To begin to show an awareness of objects having a third dimension and perspective. • To create textures and patterns with a wide range of drawing implements. • To discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. • To explore a range of great artists, architects and designers in history. 	<ul style="list-style-type: none"> • To use equipment and media with confidence. • To learn to secure work to continue at a later date. • To join two parts successfully. • To construct a simple base for extending and modelling other shapes. • To use a sketchbook to plan, collect and develop ideas. • To record media explorations and experimentations as well as try out ideas. • To produce more intricate surface patterns/ textures and use them when appropriate. • To produce larger ware using pinch/ slab/ coil techniques. • To continue to explore carving as a form of 3D art. • To use language appropriate to skill and technique. • To discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. • To explore a range of great artists, architects and designers in history. •
Year Three Vocabulary	colour block thickening paint colour shades tone effect	visual image complimentary colours control wash Op Art optical illusion	colour printing plan layer blur movement Futurism	fabric stitch decorate modify knotting twisting plaiting applique waste	intricate perspective shading shadow 3D angle	secure construct explore experiment pinch slap coil inscribe negative image
Year Three Knowledge	Stone Age To develop techniques, including control and use of materials	Out of the Darkness To develop techniques, including control and use of materials	Nottingham To develop an increasing awareness of different kinds of art, craft and design	Fairtrade To develop an increasing awareness of different kinds of art, craft and design	Humans and Animals To develop techniques, including control and use of materials Sketching – life drawing	Ancient Egyptians To develop techniques, including control and use of materials

	<p>Cave paintings – printing, charcoal, chalk, texture Making rock paint and the looking at the history of painting Link with Aboriginal cave art</p>	<p>To learn about great artists, architects and designers in history</p> <p>Painting – Optical Illusions</p> <p>Op Art - Bridget Riley, Victor Vasarely, M. C. Escher</p> <p>Op Art cubes</p>	<p>Printing – Fairground posters Futurism – print, paint, collage, photography; use repeated images to reproduce the idea of movement and speed. Think particularly about the movement and blur from fairground rides</p>	<p>Textiles – Fair trade art through the media of collage, paper craft, Textiles, weaving</p> <p>Collect waste products from home and think about how other artists have used found materials to produce art work. Also look at how artists use art to mirror some of today's political problems.</p>	<p>- body positions - skulls - hands - portraits - animals Add the use of colour through coloured pencils</p>	<p>3D – Using a variety of 3D media: mod roc, clay, plaster Making simple shapes that can be carved and decorated – Scarab beetles Develop the inscribing technique by making a simple slab pot (rectangular) and inscribing the surface. Make a simple body shape, once dry wrap in Modroc to make an Egyptian mummy – Mummy and Sarcophagus Use negative image from a clay design – Plaster cast cartouche</p>
<p>Year Four Skills</p>	<ul style="list-style-type: none"> • To increase awareness of mono and relief printing. • To demonstrate experience in fabric printing. • To use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. • To expand experience in 3 colour printing. • To continue to experience combining prints taken from different objects to produce an end piece. • To create repeating patterns. • To discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. • To begin to explore a range of great artists, architects and designers in history. 	<ul style="list-style-type: none"> • To work in a safe, organised way, caring for equipment. Secure work to continue at a later date. • To make a slip to join to pieces of clay. • To decorate, coil, and produce maquettes confidently when necessarily. • To use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. • To adapt work as and when necessary and explain why. • To gain more confidence in carving as a form of 3D art. • To use language appropriate to skill and technique. • To demonstrate awareness in environmental sculpture and found object art. • To show awareness of the effect of time upon sculptures. 	<ul style="list-style-type: none"> • To develop intricate patterns using different grades of pencil and other implements to create lines and marks. • To draw for a sustained period of time at an appropriate level. • To experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. • To use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. • To have opportunities to develop further drawings featuring the third dimension and perspective. • To further develop drawing a range of tones, lines using a pencil. • To include in their drawing a range of technique and begin to understand why they best suit. 	<ul style="list-style-type: none"> • To use light and dark within painting and show understanding of complimentary colours. • To mix colour, shades and tones with increasing confidence and to know the names of some of these colours (pink, maroon, jade, peach, etc.) • To use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. • To start to look at working in the style of a selected artist (not copying). • To discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. • To begin to explore a range of great artists, architects and designers in history. 	<ul style="list-style-type: none"> • To plan a design in a sketchbook and execute it. • To use a technique as a basis for stitch embroidery. • To apply decoration using needle and thread: buttons, sequins. • To become confident in applying colour with printing, tie dye; create and use dyes; use resist paste and batik. • To use sketchbooks to collect and record visual information from different sources. • To record textile explorations and experimentations as well as try out ideas. • To adapt work as and when necessary and explain why. • To change and modify threads and fabrics. • To use language appropriate to skill and technique. • To demonstrate experience in looking at fabrics from other countries. • To discuss and review own and others work, 	<ul style="list-style-type: none"> • To confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. • To start to develop a painting from a drawing. • To begin to choose appropriate media to work with. • To use light and dark within painting and show understanding of complimentary colours. • To mix colour, shades and tones with increasing confidence and to know the names of some of these colours (pink, maroon, jade, peach, etc.) • To use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. • To start to look at working in the style of a

		<ul style="list-style-type: none"> To discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. 	<ul style="list-style-type: none"> To discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. To begin to explore a range of great artists, architects and designers in history. 		<p>expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <ul style="list-style-type: none"> To begin to explore a range of great artists, architects and designers in history. 	<p>selected artist (not copying).</p> <ul style="list-style-type: none"> To use recycled, natural and man-made materials to create sculptures. To discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. To begin to explore a range of great artists, architects and designers in history.
Year Four Vocabulary	<p>fabric printing repeating pattern 3 colour printing source plan</p>	<p>slip maquette sculpture adapt modify bust</p>	<p>pencil grades line tone perspective dimension shading contrast</p>	<p>colour shades and tones poster art graffiti street art</p>	<p>design embroidery dye needle thread cross stitch straight stitch daisy stitch French knot</p>	<p>recycled materials mixing shades watering down foreground background dry brush</p>
Year Four Knowledge	<p>Potions</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>Printing – Andy Warhol</p> <p>To sketch in books and review/revisit ideas. Look specifically at portraits, photocopy and colour block like Andy Warhol</p> <p>Potion – campbell soup inspiration, sketch ideas and develop on to Safeprint (polystyrene sheets), replicate in different colours</p>	<p>The Ruthless Romans</p> <p>To develop an increasing awareness of different kinds of art, craft and design</p> <p>3D – Roman Bust</p> <p>Use Papier Mache. What will you use as a base? How to build up layers of paper, make ridges, swirls on shields and sword hilts. Develop these techniques to make your own Roman Bust.</p> <p>Celtic brooches – moulding clay (FIMO), compare techniques with that of papier mache.</p>	<p>Roman Remains</p> <p>To develop techniques, including control and use of materials.</p> <p>Drawing – learn about different shading techniques and practise in sketchbooks</p> <p>Use pencil, charcoal, soft pastel to make hard and soft lines and shades, tones and contrast</p> <p>Sketch famous structures and Roman architecture. Think about how to portray a 3D image on a 2D page, discuss light and shade</p>	<p>Eco Heroes</p> <p>To develop techniques, including control and use of materials.</p> <p>Painting – Poster Art How is art used to portray a message? Link to work in Y3 on Fair Trade. Banksy – Artist Creating art in a variety of places to renew/update broken down objects/walls Visit Beeston on tram and look at their street art trail. How has it helped to update the area? Create Graffiti style up-cycling posters. Use London Underground posters as inspiration on layout. Make into a graphic/ICT image</p>	<p>Anglo Saxons</p> <p>To develop an increasing awareness of different kinds of art, craft and design</p> <p>Textiles – Illuminated lettering created in cross stich</p> <p>Look at Illuminated lettering from history, use font styles to look at how these letters are styled. Sketch own ideas. Create on fabric. Consider Binca or painting on fabric and sewing detail over the top – practise sewing stitches.</p> <p>Beowulf/Grendel sketches using charcoal and paint</p>	<p>The Amazing Amazon</p> <p>To learn about great artists, architects and designers in history</p> <p>Painting – Henri Rousseau</p> <p>Look at mixing shades and tones. Watering down paints to compare a wash with darker tones Look at the work of various artists to compare the detail in foreground and background. Look at detail on animals in work of Rousseau, how can fur be made to look real – practise in sketchbooks Make a Shoebox rainforest using techniques learnt</p>

<p>Year Five Skills</p>	<ul style="list-style-type: none"> • To confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. • To mix and match colours to create atmosphere and light effects. • To mix colour, shades and tones with confidence building on previous knowledge. • To use own words to describe colour and compare with paint manufacturer's descriptions. • To use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. • To start to develop their own style using tonal contrast and mixed media. • To recognise the art of key artists and begin to place them in key movements or historical events. • To discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. 	<ul style="list-style-type: none"> • To use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. • To demonstrate experience in 3D weaving. • To produce two colour tie dye. • To continue to gain experience in batik- use more than one colour. • To plan a design in a sketchbook and execute it. • To demonstrate experience in combining techniques to produce an end piece: Embroidery over tie dye. • To show awareness of the skills involved in aspects such as knitting, lace making. • To change and modify threads and fabrics. • To use language appropriate to skill and technique. • To discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. 	<ul style="list-style-type: none"> • To add collage to a painted, printed or drawn background. • To use a range of media to create collages. • To use different techniques, colours and textures etc. when designing and making pieces of work. • To use collage as a means of extending work from initial ideas. • To create layered images from original ideas. • To discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. • To identify artists who have worked in a similar way to their own work. • To explore a range of great artists, architects and designers in history. 	<ul style="list-style-type: none"> • To work in a safe, organised way, caring for equipment. • To secure work to continue at a later date. • To show experience in combining pinch, slabbing and coiling to produce end pieces. • To develop understanding of different ways of finishing work: glaze, paint, polish • To gain experience in modelling over an armature: newspaper frame for modroc. • To use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. • To use sketchbooks to plan a sculpture through drawing and other preparatory work. • To use the sketch book to plan how to join parts of the sculpture. • To adapt work as and when necessary and explain why. • To confidently carve a simple form. • To use language appropriate to skill and technique. • To discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. • To identify artists who have worked in a similar way to their own work. 	<ul style="list-style-type: none"> • To work in a sustained and independent way to create a detailed drawing. • To develop a key element of their work: line, tone, pattern, texture. • To use different techniques for different purposes i.e. shading, hatching within their own work. • To use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. • To start to develop their own style using tonal contrast and mixed media. • To have opportunities to develop further simple perspective in their work using a single focal point and horizon. • To begin to develop an awareness of composition, scale and proportion in their paintings. • To use drawing techniques to work from a variety of sources including observation, photographs and digital images. • To develop close observation skills using a variety of view finders. • To explore a range of great artists, architects and designers in history. • To identify artists who have worked in a similar way to their own work. 	<ul style="list-style-type: none"> • To use tools in a safe way. • To continue to gain experience in overlaying colours. • To start to overlay prints with other media. • To use print as a starting point to embroidery. • To show experience in a range of mono print techniques. • To use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. • To discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. • To explore a range of great artists, architects and designers in history. • To identify artists who have worked in a similar way to their own work.
<p>Year Five Vocabulary</p>	<p>description atmosphere tonal contrast mixed media watercolour layering colour wash</p>	<p>running stitch back stitch puppet fabric pattern modify fabrics tie-dye paper folding tearing</p>	<p>mixed media collage blending splatter marbling</p>	<p>armature preparatory work modelling glaze polish ModRoc</p>	<p>detail focal point horizon perspective observation vanishing point</p>	<p>overlaying print identify modifications architecture engineering industrial mood</p>

<p>Year Five Knowledge</p>	<p>The Vikings</p> <p>To develop techniques, including control and use of materials.</p> <p>Painting – Viking longboat</p> <p>Viking voyage (using watercolours) Begin with sketching, build on techniques already taught throughout the school. Developing water colour technique; using a wash, mixing and creating depth Building up layers of colour</p>	<p>Atrocious Alchemy</p> <p>To develop techniques, including control and use of materials.</p> <p>Textiles – Monster puppets (sewing) Develop different stitches, cross stitch, running stitch, back stitch, daisy stitch, French knot. Practice on binca and other fabric. Develop and plan where and how to stitch the puppet together. Think about adding other materials; buttons, ears, etc. Understand how to make the puppet shape, outside together and then turn inside out. Monster collage Use paper folding, tearing shaping in order to create a collage. Practice how to make different shapes and effects. Frankenstein’s lab (water colours)</p>	<p>Masters Of Space</p> <p>To develop an increasing awareness of different kinds of art, craft and design</p> <p>Painting and Pastels – Peter Thorpe – Space Art Try to copy the style of Peter Thorpe before using techniques to plan and develop own space art.</p> <p>Collage - Draw the description of the Martian Design the Martian’s fighting machine Think about what techniques are needed to create a space picture; build up layers, splatter to make stars, stripe/ marbling to create planets</p> <p>The Red Weed – (Peter Thorpe style)</p> <p>Artist = Peter Thorpe</p>	<p>Magnificent Mayans</p> <p>To develop an increasing awareness of different kinds of art, craft and design.</p> <p>3D – Mayan Masks Mayan Pyramids Project of Mayan Headdress Use ModRoc as a medium to sculpt different shapes and designs. Look at smoothing down the layers of ModRoc and then how to add texture, shape and form. Plan and edit designs, use knowledge from one project to inform the next. Look at examples of Mayan Art, particularly the Mayan Codex Learn about the more recent Mexican artist, Frida Kahlo and discuss whether her art was influenced by the Mayans.</p> <p>Artist = Frida Kahlo</p>	<p>Careering Around the Commonwealth!</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>Drawing – from observation Go out into the school grounds and draw the field, playground, school.</p> <p>Perspective Art Practise technique of drawing perspective, use a vanishing point for practise; look from different perspectives, move the vanishing point to different places on the page.</p> <p>Look at works by Canaletto. Compare the works of Canaletto (18th century) with more modern artists that challenge our view of perspective – Do-Ho Suh and Leandro Erlich.</p>	<p>Magnificent Architecture(Industrial Revolution)</p> <p>To learn about great artists, architects and designers in history</p> <p>3D structures – architecture Look at the engineering of famous bridges around the world and what has inspired them. Look at famous engineers, Isambard Kingdom Brunel, Gustave Eiffel, Antoni Gaudi Bridge design and build</p> <p>Printing – Industrial landscape Look at the paintings of L. S. Lowry and discuss use of colour to portray mood. Famous for his matchstick men (cats and dogs – play song), even their stances tell a story. Recreate an industrial landscape using Lowry’s style but include other architecture.</p>
<p>Year Six Skills</p>	<ul style="list-style-type: none"> • To draw for a sustained period of time over a number of sessions working on one piece. • To use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. • To use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. • To use tools in a safe way. • To continue to gain experience in overlaying colours. • To start to overlay prints with other media. • To use print as a starting point to embroidery. • To show experience in a range of mono print techniques. 	<ul style="list-style-type: none"> • To use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. • To work in a safe, organised way, caring for equipment. • To secure work to continue at a later date. • To model and develop work through a combination of pinch, slab, and coil. • To work around armatures or over constructed foundations. • To demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. • To demonstrate experience in relief and freestanding work using a range of media. • To recognise sculptural forms in the environment: Furniture, buildings. 	<ul style="list-style-type: none"> • To experiment with a variety of techniques exploiting ideas from sketchbook. • To use a number of different stitches creatively to produce different patterns and textures. • To work in 2D and 3D as required. • To design, plan and decorate a fabric piece. • To recognise different forms of textiles and express opinions on them. • To use sketchbooks to collect and record visual information from different sources. • To use the sketch book to plan how to join parts of the sculpture. • To adapt their work according to their views and describe how they might develop it further. • To annotate work in sketchbook. 	<ul style="list-style-type: none"> • To work in a sustained and independent way to develop their own style of painting. This style may be through the development of: line, tone, pattern, texture, colour, tone and shade. • To draw for a sustained period of time over a number of sessions working on one piece. • To purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. • To mix colour, shades and tones with confidence building on previous knowledge and understand which works well in their work and why. • To use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. 		

	<ul style="list-style-type: none"> • To adapt their work according to their views and describe how they might develop it further. • To develop their own style using tonal contrast and mixed media. • To improve their mastery of art and design techniques with a range of collage materials. • To add collage to a painted or printed background. • To create and arrange accurate patterns. • To use a range of mixed media. • To plan and design a collage. • To use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix. 	<ul style="list-style-type: none"> • To use sketchbooks to collect and record visual information from different sources. • To use the sketch book to plan how to join parts of the sculpture. • To annotate work in sketchbook. • To confidently carve a simple form. • To solve problems as they occur. • To use language appropriate to skill and technique. 	<ul style="list-style-type: none"> • To use language appropriate to skill and technique. 	<ul style="list-style-type: none"> • To adapt their work according to their views and describe how they might develop it further. • To annotate work in sketchbook. • To have opportunities to develop further simple perspective in their work using a single focal point and horizon. • To develop an awareness of composition, scale and proportion in their paintings.
Year Six Vocabulary	shape form arrange fix tonal contrast mixed media mono-print pattern embellish tag	visual information construction foundations finishing freestanding relief thumb pot coil pot human form life drawing	design plan decorate adapt annotate batik tjanting double dipping	composition scale proportion landscape photomontage
Year Six Knowledge	<p style="text-align: center;">Crime and Punishment</p> <p>To develop techniques, including control and use of materials. To create sketch books to record their observations and use them to review and revisit ideas</p> <p>Printing – Pattern</p> <p>Look at the work of Gustav Klimt and how he has used pattern to embellish his art (pick carefully!)</p> <p>Compare with graffiti artists, do you see any similarities within the structure of pattern to embellish the work? Look particularly at street graffiti.</p> <p>When does graffiti change from being a crime to being art? How has graffiti become acceptable, what makes it acceptable? Banksy using art as a political comment.</p> <p>Look at 'graffiti' alphabets and develop own 'tag'. Develop as a print or as a computer generated image.</p> <p>Put up a large sheet of paper (or fabric) against outside wall and spray paint own</p>	<p style="text-align: center;">Meet the Greeks</p> <p>To develop techniques, including control and use of materials</p> <p>3D – Clay</p> <p>Make Greek pots, practise making different types of pots, thumb pots, coil pots, slab pots. Allow to dry and then paint with traditional Greek designs. Look at examples from history.</p> <p>Drawing Human Form from observation. Begin with head, hand, feet then try full body sketching. Talk about the proportions of the body (approximately 8 heads tall). Use this knowledge to inform painting on pots and plates.</p> <p>Make Greek plates. Use techniques learned in previous year groups to draw into the clay, use designs based on those seen from history.</p>	<p style="text-align: center;">Rivers and Mountains</p> <p>To develop an increasing awareness of different kinds of art, craft and design</p> <p>Textiles – Hokusai, Hockney</p> <p>Look at artists who are inspired by water. Look at the different ways in which water is painted.</p> <p>Attempt to draw/paint water from a favourite image; try waves, rivers, splashes, reflections</p> <p>Generate a simple image that expresses water and recreate as a batik.</p> <p>Create a wax resist drawing first to test out image, then use melted wax on silk or calico – practise technique first on small piece of calico. Try double dipping by adding another set of wax patterns over the first dye before adding a second dye.</p>	<p style="text-align: center;">Rivers and Mountains</p> <p>To learn about great artists, architects and designers in history</p> <p>Painting – Landscape</p> <p>Look at the landscape paintings of famous artists – Turner, Constable, Monet, Van Gogh</p> <p>Sketch from images to recreate own landscapes, then paint using a range of techniques.</p> <p>Think about different techniques used during school career, what different ways could you make a landscape? Can you use collage, fabric, sewing, weaving, photographs (photomontage by David Hockney, google has a great range if interesting ideas that could be copied by children)</p>

	design (use masks,, dust sheets and old clothes)			
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