



St Walburga's Catholic Primary School
Whole school art Scheme of Work



EYFS

Early Learning Goal / EYFS Ages and Stages:
 Generating ideas Skills of Designing and Developing Ideas Work purposefully responding to colours- explore colour and how colours can be changed, shapes- understand that they can use lines to enclose a space and then begin to use these shapes to represent objects, materials- begin to describe the texture of things.
 Create simple representations of people and other things
 Making (Skills of making Art, craft and Design) work spontaneously and enjoy the act of making/creating
 Sustain concentration and control when experimenting with tools and materials.
 Evaluating (Skills of judgement and Evaluation) recognise and describe key features of their own and others work.
 Knowledge and understanding (acquiring and applying knowledge to inform progress) By the end of EYFS pupils should know: that art, (design and craft) is made by artists exhibiting skills and is valued for qualities. How to explain what they are doing.
Early Learning Goals: Expressive arts and design
 Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
 Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

	AUTUMN	SPRING	SUMMER
Topic	Me and my world Changing seasons Winter	Amazing Creatures Chinese New Year Owl Babies – RSPB Birds	The Gruffalo and Friends
Addressing Stereotypes		Include some traditional tale with a typical characters/ endings	Female Firefighters, Male nurses etc
Brief	To explore seasonal changes. To use a range of techniques to make Christmas crafts.	Use different tools and techniques to make Chinese New Year decorations. Experiment with colour and texture.	To have a greater understanding of traditional tales. To know some stories written by the author Julia Donaldson.
Key questions	Can you name any of the seasons of the year? How do different people help us?	Can you name different types of transport? Can you name the primary colours?	Can you name some traditional tales? What stories does Julia Donaldson write?
Drawing	<ul style="list-style-type: none"> Complete colourings – exploring texture and tones. Explore using different graphic tools- chalk, pens and pencils. Experiment creating lines of different thickness and patterns. 	<ul style="list-style-type: none"> Discuss different animals. What are the features of the different animals. What shapes can you see? Explore creating different lines and patterns. Draw a picture of a pig – choose media. 	<ul style="list-style-type: none"> Cave baby pictures using chalk and pastel -drawings on black/ cream sugar paper. Based on the story of The Gruffalo draw your own terrible creature.

	<ul style="list-style-type: none"> • Look at the different features of a person and begin to draw accurate drawings of people. Look at shapes, patterns and sizes. • Draw a self-portrait -looking at shapes and where different features are on your face (eyes, nose, mouth). • Explore what happens when mixing different colours. Name, choose and match primary and secondary colours. 	<ul style="list-style-type: none"> • Complete colourings – exploring texture and tones. • Mandarin writing - children’s names – exploring different textures. 	<ul style="list-style-type: none"> • Complete colourings – exploring texture and tones. • Draw a picture of a person remembering most of the key features needed. •
Painting	<ul style="list-style-type: none"> • Discuss the features of their face- eyes, nose mouth, etc. Name, choose and match primary and secondary colours. Paint a self- portrait. Children to paint a self-portrait using poster paints and colours that they have used themselves. • Create Harvest paintings for their favourite fruit or vegetable looking at shapes and colours). Discuss primary and secondary colours. Look at work of Arcimbaldo • Paintings of Creation focus on colour and shapes. • Firework pictures- using primary and secondary colours (use cotton buds to paint on black paper). 	<ul style="list-style-type: none"> • Mothers Day-Paint a picture of their mum. Make a Mothers Day card - Create a flower pot using a hand print. 	<ul style="list-style-type: none"> • Paint tubes for Gruffalo models. • Pictures of Tiddler using bubbles and paint.
Collage	<ul style="list-style-type: none"> • Make an Autumn collage using sticks and leaves. • Create a wreath- Linked to RE experiment with different textures and colour. Practice using different scissor skills – focus on cutting out specific shapes. • Create simple leaf rubbings- make links with the seasons of the year looking at 	<ul style="list-style-type: none"> • Experiment with different textures- Make Chinese Lanterns- consider the choice of colour (red and gold) and what the colours represent. • Create folded paper dragons. Explore the use of Chinese dragons in Chinese New Year celebrations. • Easter crafts – create Easter cards. 	<ul style="list-style-type: none"> • Explore different textures in art. • Create masks – linked to the different Julia Donaldson stories. Think about the use of different colours and shapes. Practice different scissor skills. • Footprint collage using paint and cut out shapes for Fathers’ Day card.

	<p>the changes in colours. (green, yellow, orange, brown).</p> <ul style="list-style-type: none"> • Pictures of faces using Autumn objects. • Remembrance Day- Make Poppies using different media- paint, paper. 		
3D			<ul style="list-style-type: none"> • Create own 3D models of The Gruffalo. Look at different images of The Gruffalo and discuss the colours and shapes that you can see. Make Gruffalo headbands
Printing	<ul style="list-style-type: none"> • Make leaf rubbings, brick and coin- looking at prints made on different surfaces. • Make a owl using fork printing. (exploring mark making) • Hand prints for Christmas cards. Use paint to create hand prints. • Experiment with stencils to create seasonal pictures. 	<ul style="list-style-type: none"> • Create foil prints – FOIL TRANSFER ART. Lay tin foil on table, squeeze a blob in the centre of the foil and swirl around to make a circle – using a piece of card. Add smaller circles using a cotton bud. Once you have your design press a piece of paper over the foil, then take a second print. Which print do they prefer? 	
Artists	Arcimboldo		
Responding to Art	Talk about the different techniques and media the children have used.		
Subject specific vocabulary – Key Words	Folding Techniques- fold, left, right, straight, corner, edge, side, half, quarter, repeat. Investigating – tone/ texture, light and dark. Line, shape, colour.		
	Self- portrait, mirror, shape, line, features of the face, expression.	Primary Colours –red, yellow, blue.	Texture, tone.

Subject specific Vocabulary	Autumn, winter, spring, summer – seasons. Christmas cards, snow.	Mixing, paint, water, brush, bright, dark, light, change.	
		Vehicles, wheels, position of wheels, tyres.	
		Fold, left, right, straight, corner, edge, side, half, quarter, repeat.	Sculpture, space, curve, colour, material, shape, position.

YEAR 1

Subject content KS1

Pupils should be taught:

To create sketch books to record their observations and use them to review and revisit ideas.

To use a range of materials creatively to design and make products.

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

To develop a wide range of art and design techniques in using colours, patterns, texture, line, shape, form and space.

About 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.

	AUTUMN	SPRING	SUMMER
Topic	Toys Winter Wonderland	Happily, Ever After [Castles and Fairy Tales]	Explorers The Great Outdoors
Addressing stereotypes	Toys in past were gender specific – ours aren't! Different types of family – step parents etc	Example of female rulers – Boudicca/ Mary Tudor. Mary Bankes who defended Corfe Castle	Amelia Earhart
Brief	To explore the use of colour, tone and texture.	To explore pattern and design my own knights shield.	To create a piece of Art in the style of an artist that you have studied.
Key questions	What shapes can you see? What patterns, colours and tones can you Is my picture drawn to scale?	What is abstract art?	What different materials can you use to create a sculpture?
Drawing	<ul style="list-style-type: none"> • Draw a self-portrait, beginning to form and scale shapes accurately. Discuss with children different features on their face. Highlight shapes, colours, tones and textures. • To use sketch books to share sketches and ideas. • To begin to develop use and control an increasing variety of media (pencils, crayons, pastels, charcoal, pen, chalk), to name them and begin to predict the results that they might achieve. • To explore how to use lines and marks to create an increasing range of shapes, patterns and textures. 		

	<ul style="list-style-type: none"> • To consolidate the use of fine motor control through the use of different pencils and move towards solid infilling with colour pencils. • To begin to explore different media to achieve different tones and affects. 		
Painting	<ul style="list-style-type: none"> • Look at work of Van Gogh – discuss use of colour and way in which paint is applied. To begin to mix and match basic colours and make them lighter or darker – name primary, and secondary colours. • To begin to explore the relationship between colour and moods. • To create a range of marks with a paint brush and a variety of tools- fingers, cotton bud, glue spreaders • To use the brush to create a wide range of marks that is being used in their work. • To colour match, replicating patterns and textures around them. • To experiment with brushstrokes, dabs in the style of Van Gogh. To look at a sunflower and identify the patterns and prints that can be seen. Children explore sketch flowers. Sketch Van Gogh’s sunflowers. Paint sunflowers picture in the same style as Van Gogh. Compare the similarities and differences with a famous painting and their own work. Read Katie and the Sunflowers. James Mayhew. Explain about the life of Van Gogh. 		
Collage		<ul style="list-style-type: none"> • Look at the work of Matisse (Snail) – explore colour and shape. 	

		<ul style="list-style-type: none"> • To begin to work using different coloured, sized, shaped and chapped papers. • Create images from a variety of media-material, fabric, crepe paper. Arrange and glue materials to different backgrounds. To impress and apply simple decoration. Sort and group materials for different purposes. Colour, texture, fold, crumple tear, and overlap paper. • To cut shapes using scissors. 	
3D		<ul style="list-style-type: none"> • Design and make castles using recycled cardboard. 	<ul style="list-style-type: none"> • Create own sculptures. Children create their own sculpture in the style of Andy Goldsworthy. Children to go on a walk around the school grounds and collect natural items to use in their own Andy Goldsworthy sculpture. Take photographs of children’s sculptures and evaluate their work. Build and apply simple decoration techniques including painting. • Explore school grounds and the different creatures that we can see. Create a simple clay sculpture of a bug. Develop rolling, pinching and kneading techniques.
Printing		<ul style="list-style-type: none"> • Print design on shield – incorporate repeat pattern. • Explore printing from a range of objects– leaf, hand, onion. Printing simple pictures with a range of hard and soft materials- string, card, etc • Use equipment and media correctly and be able to produce simple pictures by printing objects. • Explore printing in relief eg string and card. 	

		<ul style="list-style-type: none"> • Use print making to create a repeated pattern. • To work from imagination and observation. 	
Artists	Van Gogh	Matisse	Andy Goldsworthy
Responding to Art	<p>What art pieces did you create this term?</p> <p>What piece was your favourite and why?</p> <p>What would you change about a piece of work if you did it again and why?</p>		

Subject specific vocabulary – Key Words	<p>Tone- refers to the lightness or darkness of colours used, which can help create a sense of depth or distance in art. (light and dark colours convey a mood or a tone).</p> <p>Contrast-Difference between colour, value, size, texture.</p> <p>Shade-where black is added to a colour to darken it.</p> <p>Primary colours- red, yellow and blue.</p> <p>Secondary colours- green, orange and purple.</p> <p>Texture- feeling, appearance or consistency of a surface.</p> <p>Sculpture--a sculpture is a 2D or 3D form and can be carved from wood, stone or other materials. It can be made from natural or man-made materials.</p>		
	Texture Mood Primary colours Secondary Colours	Abstract Texture Tone Silhouette	Colour, tone, shape, spiral, bendy, straight, contrast, symmetry, sunflowers, France, still life, light, colour, position, size.

YEAR 2

Subject content KS1

Pupils should be taught:

To use a range of materials creatively to design and make products.

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

To develop a wide range of art and design techniques in using colours, patterns, texture, line, shape, form and space.

About 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.

	AUTUMN	SPRING	SUMMER
Topic	Paddington Bear/ Coming Home/ Santa's Workshop	Antarctica/Lost and Found/ Great Fire of London	Pirates / Local Geography
Addressing stereotypes		Ingrid Christensen	Female Pirates – Anne Bonney and Mary Reed Black Pirate – Black Caesar
Brief	To Explore and create pieces of art inspired by different cultures.	To research how different, colours and tones are used in art?	To research the works of Eileen Downs and create your own sea picture in the same style.
Key questions	What do you like about the patterns you see? Why? What do you notice about the different tones and textures that the artist has created?	How do you create lighter / darker colours? How does different sketching techniques create effects?	What do you notice about her style of work? What do you notice about the use of tone, texture and colours? What do you like about her work?
Drawing	<ul style="list-style-type: none"> Discuss with children different features on their face. Highlight shapes, colours, tones and textures. Experiment with tone and shape creating different lines, shading and texture that you can make with a pencil. Children draw a self - portrait focusing on key features using a pencil. Recap and build on key sketching techniques – line, tone, shade, patterns tones, textures, form and space. Experiment with lines, shading, tones, patterns and texture. To sketch Paddington Bear focusing on Paddington's fur- focus on the texture of animals. 		

	<ul style="list-style-type: none"> • Experiment with lines, shading, tone and texture. (Create different lines and patterns). • Look at art from Peru – what do you like about the patterns that you can see? • Annotate sketches and say what you like or dislike about a piece of art you have created and why? • To use different lines to create a fire work picture. 		
Painting	<ul style="list-style-type: none"> • Use the style of Pointillism to paint a famous London Landmark. What is Pointillism? Created by George Seurat. Children to paint a European landmark in the style of Seurat. To use different tools (cotton bud) dipped in paint to create a picture of the Eiffel Tower. 		
Collage		<ul style="list-style-type: none"> • To explore different media to create a fire picture using paint, oil pastels, chalk, tissue, crepe paper, etc.... 	<ul style="list-style-type: none"> • Eileen Downs. Talk about the unique artistic style that she has developed by layering torn magazine to create a desired effect. (texture). Children to create own picture in the style of Eileen Downs -picture of Sea Scapes-linked to Pirates- Anne Bonney and Mary Reed Think about the key features that you may want to include.
3D			<ul style="list-style-type: none"> • Sketch and make own clay pirate treasure. Use different decorative techniques to decorate their boats. What is sculpture? Can you name any famous sculptures? Look at different sculptures of boats and discuss what

			they like/dislike and why? What ideas might you use when creating your own sculpture?
Printing		Use foam tiles to add printed foreground to Great Fire of London picture	
Artists	George Seurat -Pointillism		Eileen Downs -Collage painter. Known as 'the artist who paints with bits of torn paper for a palette'
Responding to Art	<p>What art pieces did you create this term?</p> <p>What piece was your favourite and why?</p> <p>What did you find difficult about art this term?</p> <p>How could you improve your work?</p> <p>What different forms does printing take?</p>		

Subject specific vocabulary – Key Words	<p>Pointillism- Where tiny dots of pure colour are applied to a canvas. The patterns build up and create an image.</p> <p>Collage- a piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing.</p> <p>Primary colours- any of a group of colours from which all other colours can be obtained by mixing.</p> <p>Secondary colours - a colour resulting from the mixing of two primary colours.</p> <p>Tertiary- The tertiary colours are made by mixing equal parts of one primary colour and one secondary colour. There are six tertiary colours: yellow-orange, red-orange, red-violet, blue-violet, blue-green, and yellow-green.</p> <p>Mono printing- It is a form of printmaking that has lines or images that can only be made once, unlike most printmaking, which allows for multiple originals.</p> <p>Relief printing- Relief printing is a method where ink is applied to the surface of a plate or block and a print is taken either by press or by hand.</p>		
Subject specific Vocabulary	Pointillism	Primary, secondary and tertiary colours.	Collage Relief Printing Mono printing

YEAR 3

Subject content KS2

Pupils should be taught 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.

Pupils should be taught:

to create sketch books to record their observations and use them to review and revisit ideas

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]

about great artists, architects and designers in history.

	AUTUMN	SPRING	SUMMER
Topic	Stone Age/ Bronze Age/ Iron Age	World Geography – focus on Italy	Victorians/ Forces and Magnets
Brief	Experiment with different lines, tones and textures	To explore the works of Leonardo Da Vinci and Canaletto and create a picture in the same style.	Research the works of William Morris and the impact the Victorians had on his work.
		To design and construct a purposeful model.	Explore different printing techniques and create your own mono and relief print.
Addressing stereotypes	Satoshi Kitamura (author of Stone Age Boy) Cath Kitson, Gisela Graham	Amy Johnson Female chef eg: Camille Rodriguez Dame Zada Hadid (architect)	Female scientists and physicist Samplers were only for girls but now boys can do them too! Grayson Perry tapestries
Key questions	Can you create different lines and patterns using a variety of tools?		Who was William Morris and what impact did he have on the Victorians?
Drawing	<ul style="list-style-type: none"> To draw an accurate portrait and begin to include facial expressions. Discuss with children different features on their face. Highlight shapes, colours, tones and textures. Experiment with tone different lines, shading and texture that you can make with a pencil. Children draw a self -portrait focusing on key features. To draw from close observation using inspiration from other work. To improve mastery of drawing using pencil. – look at pictures of Stone Age 		

	<p>resources and sketch different artefacts. (cave woman, weapons, necklace). Experiment with tone, texture and different types of pencils. Develop intricate patterns and marks.</p> <ul style="list-style-type: none"> • Create own patterns for clay pots. • To improve mastery of drawing with charcoal. To draw ideas inspired by work we have seen. On brown sugar paper children to draw their own cave painting using charcoal. • To use an annotated sketch to explain what people in the Stone Age wore. To evaluate pictures. • 		
<p>Painting</p>	<ul style="list-style-type: none"> • To explore colour mixing using different ‘temperature’ colours. Recap primary and secondary colours. Look at warm and cool colours. Make colours lighter and darker. Look at tertiary colours. Children create sunset scene of Stonehenge using paint. Look at colours created in sunset pictures. Using poster paint colours start with a darker colour around the edge of the page and make the colour lighter going towards the centre. 	<ul style="list-style-type: none"> • Explore the work of Leonardo da Vinci and Canaletto - • To use colour washes to build up thicker layers and paint detail. Refer to primary, secondary and territory colours, replicate a picture by Canaletto (Italian scene) 	
<p>Collage</p>	<ul style="list-style-type: none"> • To use ripping as a technique for collage. (create silhouette image of Stonehenge to go on painted background). • Experiment with a range of media eg overlapping and layering. To be able to name the tools and the materials they have used- create an 		

	advent wreath using sugar paper, fabric, string.		
3D	<ul style="list-style-type: none"> Children to look at different patterns for clay pots and develop intricate patterns/ marks with a variety of media. (thick, thin, wavy and curved). To use inspiration from the Bronze Age to design my own clay pot. Children to look at different shapes of clay pots. To show awareness that objects have a third dimension and perspective. Think about and design their own clay pot. Use sketch books to plan, collect and develop ideas. Create their own pot adding a handle or a lip joining two parts successfully. To join the different parts of the pot using a pinch, slab and coil techniques. Be able to secure their work to add to it at a later date. Producing a more intricate surface. To improve design techniques for 3D modelling- evaluate final piece saying what you liked and what you would improve. 		
Printing			<ul style="list-style-type: none"> Research William Morris and the different patterns that he produces. Experiment with different patterns using a range of different mediums. On Polystyrene tiles children to draw their own William Morris print- relief print.
Artists		Dame Zaha Mohammad Hadid – British Iraqi Architect – look at some of her designs – make	Research and talk about the work of William Morris and the techniques he uses.

		links to the Leaning Tower of Pizza and Colosseum – What would the designer have had to consider when designing these famous Italian buildings? Leonardo Da Vinci – Italian artist. Famous for the Mona Lisa painting. Canaletto – look at scenes of Italy	Use foam printing to create a repeat pattern in the style of William Morris.
Responding to Art	<p style="color: red;">Look at and talk about own work and that of other artists and the techniques they have used. Be able to express what you like or dislike about a piece of work. Ask sensible questions about a piece of art work.</p> <p style="color: red;">Evaluate and suggest some improvements to art work.</p>		

Subject specific vocabulary – Key Words	<p>Mono printing is a process whereby only one print is pulled from the printing plate.</p> <p>Relief print is when artists carve their designs into a wooden plank or paper using very sharp tools</p> <p>Abstract art is art that does not attempt to represent an accurate depiction of a visual reality but instead use shapes, colours, forms and gestural marks to achieve its effect.</p> <p>Architecture- the art or practice of designing and building structure.</p>		
Subject specific Vocabulary	Abstract Blended Splashed Dripping smudged	Architecture	Mono printing Relief printing

YEAR 4

Subject content KS2

Pupils should be taught 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.

Pupils should be taught:

to create sketch books to record their observations and use them to review and revisit ideas

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]

about great artists, architects and designers in history.

	AUTUMN	SPRING	SUMMER
Topic	The Romans / The Egyptians	Egyptians cont... Electricity	World War 2 /Bridges
Addressing stereotypes	Cleopatra and other Egyptian queens Boudicca	Edith Clarke – Electrical engineer	Role of Women in WW2 Emily Warren Roebling – Brooklyn bridge engineer
Brief	To explore Roman art and create their own mosaic based on their research.	To explore Egyptian Hieroglyphics and create my own cartouche.	To create scenes and images from WW2.
	To explore Egyptian art and create their own Canopic Jar.		To research American artist Jackson Pollack and look at the techniques he has used to create their own work
Key questions	What designs and patterns can you see? How do you think these designs and patterns are created?	What is a Cartouche and why is it important to the ancient Egyptians?	What influence did WW2 have on art? What techniques has the artist Jackson pollack used?
Drawing	<ul style="list-style-type: none"> Draw with greater accuracy looking at scale of people and facial expressions. To sketch a self-portrait. Evaluate their work saying what they like or would improve. Make notes indicating their intentions/purpose supporting their evaluations. 	<ul style="list-style-type: none"> Sketch an Egyptian Canopic Jar and include some key information through annotations. Express own feelings as to whether you like/dislike the Canopic Jar and why? 	<ul style="list-style-type: none"> To draw a plane from WW2. Design your own WW2 propaganda poster.

Painting	<ul style="list-style-type: none"> To draw and paint their own Creation picture looking at different colours, tones and tints. Look at the painting 'Seven Days of Creation' 1 and 2 by Sushobha Jenner. Create their own picture in the same style. Evaluate final piece. 	<ul style="list-style-type: none"> To paint their own canopic jar – choosing appropriate media to paint with. Mix colours to create the colours that they would like to use on their own canopic jar. 	<ul style="list-style-type: none"> Children to create their own picture in the same style as Jackson Pollack. Confidently control the types of marks made and experiment with different effects. To use different media to create a scene from the Blitz. What do you think of the image you see? How does it make you feel? What colours has the artist used? How have they used the brush to paint the background? Start to develop their own style using tonal contrast and mixed media. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Explore colour mixing and blending techniques- explore complementary colours.
Collage	<ul style="list-style-type: none"> To explore Roman Mosaics. Choose collage or textiles as a means of extending work already achieved. Research different Roman mosaics. What is a mosaic? Children to put big question in art books and research – answering key question. Children to design and make their own Roman Mosaic – using the technique of overlaying (building up layers on the surface/colour mixes). - Refine and alter ideas and explain choices using key vocabulary. Evaluate final piece explaining how you would improve your work. Saying what you like or dislike. 		
3D	<ul style="list-style-type: none"> To generate ideas for a Canopic Jar. - Research different purposes of Canopic 		

	<p>Jars and begin to use different components to create a Canopic Jar. .</p> <ul style="list-style-type: none"> • Create head of canopic jar. To mould a clay head for my Canopic Jar. Using coil techniques. 		
Printing			<ul style="list-style-type: none"> • Research different printing techniques in WW2. • Incorporate printing element into WW2 poster
Artists	<p>To be able to evaluate Ancient Egyptian Art. (Look at some pictures of Egyptian Art and answer the following questions).</p> <p>What are the main colours used? Who or what is the picture of? What materials do you think were used to make this art work? What questions does this art make you think of? Is the art work realistic? Why or Why not? Is there anything you think is interesting about the art? Why do you think someone made this art? Is there anything repeated in the work? (can the children write their own question that they could ask someone about he piece of Art?)</p>		<p>Jackson Pollack – who was he? What kind of painter was he? Which paintings do you prefer?</p>
Responding to Art	<p>Evaluate Egyptian Art- What are the main colours used? What materials were used to make this art work? Is this artwork realistic? Why do you think someone made this art? What questions does this art make you thin of? Is there anything repeated in the work?</p> <p>To evaluate their Canopic jar –look at and talk about the own work and the techniques that have been used expressing what they like/dislike about their final piece. Evaluate and suggest some improvements to their work.</p> <p>Look at the works of Jackson Pollack- what do you like/ dislike about his work? Which paintings do you prefer and why? What parts of his work have inspired you in your final piece and why?</p> <p>Compare their own work with other artists- Karl Johnson and Philip Derome.</p>		

Subject specific vocabulary – Key Words	<p>Avatar- In computing, an avatar (also known as a profile picture) is a graphical representation of a user or the user's character or persona.</p> <p>Hieroglyphics is a writing system that uses pictures and symbols instead of letters and words. The word hieroglyph means 'holy carving'. The Egyptians used hieroglyphs on their temple walls and public monuments.</p> <p>Silhouette It is like a shadow. It shows us the outline of something.</p> <p>Mosaic surface decoration made by inlaying small pieces of variously coloured material to form pictures or patterns.</p> <p>Canopic Jar were used by the ancient Egyptians during the mummification process.</p>
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	<p>Mono printing is a process whereby only one print is pulled from the printing plate. Relief print is when artists carve their designs into a wooden plank or paper using very sharp tools</p>		
<p>Subject specific Vocabulary</p>			
	<p>Canopic Jar Mosaic</p>	<p>Hieroglyphics Avitar</p>	<p>Silhouette Mono printing Relief printing</p>

YEAR 5

Subject content KS2

Pupils should be taught 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.

Pupils should be taught:

to create sketch books to record their observations and use them to review and revisit ideas

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]

about great artists, architects and designers in history.

	AUTUMN	SPRING	SUMMER
Topic	Earth and Space / Ancient Greece	Brazil and Rivers Vikings and Anglo Saxons	Japan/ The Olympics
Addressing stereotypes	Helen Sharman Mae C Jemison Ancient astronomers	<i>Ismael Al-Jazari (12th century engineer)</i>	Look at racism in the Olympics – Jesse Owens
Brief	To explore and make the solar system using a variety of media.	To experiment with different tones and textures and begin to understand the different effects that they create when drawing. To use different media to create pictures of the Amazon river.	To explore the different Mascots at the Olympics and plan, design, make and evaluate their own mascot.
Key questions	Where do these patterns/ designs originate? What are the names of different types of printing? What effects can be created by different grades of pencils?	What do you notice about the paint brush strokes used? Do they add anything to the picture? What do you notice about the colours you have used?	What is the main use of perspective drawings? What are the key features of perspective drawing?
Drawing	<ul style="list-style-type: none"> Experiment with different shading techniques. HB-6B pencils. Develop shading skills using colours. Experiment with different tones and textures. Learn to draw with different pencils- looking at the grades. (Hard, medium and soft pencils)- the different effects they create when 	<ul style="list-style-type: none"> Design a traditional Anglo-Saxon outfit/ design jewellery in the same style as the Anglo Saxons- pattern, shape, colour.3 Design an Anglo-Saxon broach. Look at patterns and symmetry. Think about the colours you might add to your designs. Edit and improve your final design. Label final design. 	<ul style="list-style-type: none"> Draw from perspective a Japanese street – look at streets of Tokyo. Design their own Olympic mascot- look back at previous Olympic mascots. Make notes and evaluate their designs. Choose a final design to draw. Add colour to final design.

	<p>drawing. Experiment with different grades of pencils in their sketch books.</p> <ul style="list-style-type: none"> • Draw the Solar System using chalk. Employ 3D techniques. Explore the concept of perspective. Look closely at scale and proportion. • Explore the origins of printing and create your own design. In sketch books explore repeating the pattern you created from their individual stencils. • Sketch some features of Greek architecture- look at different pillars and the patterns that are on them. • Research, explore and design their own illuminated letter. • Experiment with different tones and textures. Learn to draw with different pencils- looking at the grades. (Hard, medium and soft pencils)- the different effects they create when drawing. Experiment with different grades of pencils in their sketch books. • To draw self-portrait, experimenting with different pencil grades. 		<p>Evaluate and say what they like about their work and how they might develop it in the future.</p>
Painting	<ul style="list-style-type: none"> • Paint 3D models of planets. Mix and match colours to create atmosphere and light effects. Mix colours, shades and tones with confidence creating texture and depth. 		<ul style="list-style-type: none"> • Look at work of Holbein – Tudor portraits. • Create a Tudor miniature of themselves or a famous Tudor – use small brushes for precision
Collage			<ul style="list-style-type: none"> • Create a collage based on the Amazon rainforest- using different coloured paper and other mediums.

			<p>Use techniques of folding, repeating and overlapping.</p> <ul style="list-style-type: none"> • Look at work of Britto – Brazilian artist <p>Look at the works of Robin Brooks and Megan Coyle to help create Amazon collage.</p>			
3D	<ul style="list-style-type: none"> • Papier mache planets 	<ul style="list-style-type: none"> • Make an Anglo-Saxon brooch out of clay (refer to sketches in sketch books). Develop understanding of different ways to finish work: glaze/ painting. 				
Printing	<ul style="list-style-type: none"> • Explore different methods of printing- stencilling, relief and screen printing. (Ancient Greeks). • Explore the origins of printing and make a design. Can you name different types of printing and the techniques that are used? • Create their own stencil for printing. Design your own two-part pattern and sketch it onto card. Experiment in sketch books with the pattern created by your stencil. Experiment with overlaying colours and repeated patterns. (2 colour printing). • Make their own relief print tile based on research- (polystyrene tiles- add design using a pencil). 					
Artists			<table border="1"> <tr> <td></td> </tr> <tr> <td>Romero Brito- Pop Artist (Brazilian)</td> </tr> <tr> <td>Robin Brooks and Megan Coyle (Collage)</td> </tr> </table> <p>Holbein</p>		Romero Brito- Pop Artist (Brazilian)	Robin Brooks and Megan Coyle (Collage)
Romero Brito- Pop Artist (Brazilian)						
Robin Brooks and Megan Coyle (Collage)						

Responding to art	<p>Evaluate their final piece and say what they think and feel about their work and others. Discuss how they might develop or change their work in the future. Compare ideas, methods and approaches. Be able to make adaptations to their work based on research.</p> <p>Did your final artwork come out as you intended? Why/why not?</p> <p>Do you think you chose the correct medium? Why/why not?</p> <p>What are you looking to improve on your second attempt?</p>
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Subject specific vocabulary – Key Words	<p>Texture- feeling, appearance or consistency of an object.</p> <p>Relief print- Relief printing, in art printmaking, a process consisting of cutting or etching a printing surface in such a way that all that remains of the original surface is the design to be printed</p> <p>Inspiration- the process of being mentally stimulated to do or feel something, especially to do something creative.</p> <p>Perspective- One-point perspective - all lines converge to a single point on the horizon.</p>
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Subject specific Vocabulary	<p>Relief print- Relief printing, in art printmaking, a process consisting of cutting or etching a printing surface in such a way that all that remains of the original surface is the design to be printed</p>	<p>Perspective</p> <p>One-point perspective - all lines converge to a single point on the horizon.</p> <p>Hatching- Hatching, also called cross-hatching, technique used by draftsmen, engravers, and other artists who use mediums that do not allow blending (e.g., pen and ink) to indicate shading, modelling, and light and shade.</p>	<p>Contemporary art is the art of today, produced by artists who are living in our time. It provides opportunities to reflect on society and the issues that are important to us and the world.</p> <p>Traditional art (countable and uncountable, plural traditional arts) Art that is a part of the culture of a group of people, skills and knowledge of which are passed down through generations from master craftsmen to apprentices.</p>
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YEAR 6

Subject content KS2

Pupils should be taught 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.

Pupils should be taught:

to create sketch books to record their observations and use them to review and revisit ideas

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]

about great artists, architects and designers in history.

	AUTUMN	SPRING	SUMMER
Topic	World War 1 Natural Disasters	Mission Mysterious Benin	Crime and Punishment/ Celebrating difference
Addressing stereotypes			Cressida Dick Nowell Roberts
Brief	To research natural disasters and create a 3D model of a Tsnamui, volcano or earthquake.	To look at the work of Lowry and create a one-point perspective piece based on his works.	To explore perspective in photography.
		Research, design and make their own tie dye t-shirt.	Collage
Key questions	Can you give examples of different natural disasters? What is the most common natural disaster?	What is one-point perspective? What is two-point perspective?	What is perspective in photography? What is composition?
Drawing	<ul style="list-style-type: none"> Look at and talk about great artist portraits. Look at a number of images (stick into sketch books) talk about different emotions that can be seen when looking at the pictures. Evaluate your favourite picture and say why. Draw a self- portrait – looking at texture and surface. Look at simple 	<ul style="list-style-type: none"> To create a one-point perspective piece. To show an understanding of Lowry's work. Create a one- point perspective piece using a horizontal line and cross. Explore different media- look at the different effects created by biro, ink, pastels. 	

	<p>perspective and experiment with different shading techniques.</p> <ul style="list-style-type: none"> • Draw different facial features – eye, nose, mouth, hair and apply different techniques to their drawing. Self-portrait • Look at the effect of light on objects and people from different directions. 	<ul style="list-style-type: none"> • Plan and create a figure in motion looking at one and two - point perspective- experiment with ink, biro, charcoal. Evaluate final piece – look at with intentions and purpose was fulfilled. 	
Painting	<ul style="list-style-type: none"> • To experiment with different paint types. Look at different colours patterns and textures. Work on surfaces with torn pasted pieces. Paint a Tsunami picture on a clay surface. Use appropriate language to explain what you have done and how you would improve your work. 		
Collage			<ul style="list-style-type: none"> • Differences -opinions) Children to take their own photographs around the school grounds focusing on perspective. Where might your photo be taken? What else could be in your photo? Edit and improve photographs. Evaluate their final piece. • Plan and create a collage to celebrate our differences -could include photography, painting, etc...Children to evaluate their final piece.
3D Art	<ul style="list-style-type: none"> • Research and create a 3D clay model. Use clay to create a Poppy 		
Printing		<ul style="list-style-type: none"> • Research different types of print making techniques. Look at tie dye. What is it? Where does it originate from? Design and 	

		make their own tie dye print on a t-shirt. Describe the different techniques and processes that they have used. Create mood boards to share research and design process). Evaluate their final piece. Look at different tie dye artists (links with Jackson Pollack).	
Artists		Lowry – Perspective. Who was Lowry and what was he famous for? - Mill scenes/ landscape pictures.	Famous portrait photographers – David Bailey, Annie Liebowitz
Responding to art	<p>Evaluate their final piece and say what they think and feel about their work and others. Discuss how they might develop or change their work in the future. Compare ideas, methods and approaches. Be able to make adaptations to their work based on research.</p> <p>Did your final artwork come out as you intended? Why/why not?</p> <p>Do you think you chose the correct medium? Why/why not?</p> <p>What are you looking to improve on your second attempt?</p>		

Subject specific vocabulary – Key Words	<p>Tie Dye- method of dyeing by hand in which coloured patterns are produced in the fabric by gathering together many small portions of material and tying them tightly with string before immersing the cloth in the dyebath.</p> <p>One point perspective - all lines converge to a single point on the horizon.</p> <p>Two point perspective - Most commonly, two point perspective is used for drawing buildings or interiors, so this line could be the corner of a building. This line is drawn in between the two vanishing points and can cross over the horizon line.</p>		
Subject specific Vocabulary		<p>One point perspective - all lines converge to a single point on the horizon.</p> <p>Two point perspective- In this type of perspective, you are viewing the object or scene so that you are looking at one corner, with two sets of parallel lines moving away from you.</p>	<p>Photography Composition – This is what the photograph is made up of – what is in it and how they are placed. Subject – The thing or person that you are taking a picture of. Red eye- caused by a flash reflecting in a person's</p>

		<p>Tie-dye- The process of tie-dye typically consists of folding, twisting, pleating, or crumpling fabric or a garment and binding with string or rubber bands, followed by application of dye. Tie-dye is characterized by the use of bright, saturated primary colours and bold patterns.</p>	<p>eyes. Editing – make changes to your pictures- crop, lighten or darken.</p>
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