

## THS Knowledge, Skills and Understanding Curriculum for Art and Design

*Creativity needs courage - Henri Matisse*

Our school curriculum is bespoke and is designed to develop curious, kind and courageous pupils.

The curriculum for Art and Design at Thomson House School enables pupils to experience and be inspired by a broad range of artistic styles during their time with us. They will explore a wide variety of different artistic eras and periods, artists, architects and designers, mediums, materials and purposes. Pupils will learn about colour, pattern, print making, texture, form and drawing in a range of contexts.

The focus will be on process over product, on expressing themselves creatively in response to a stimulus. Where possible, there will be meaningful cross-curricular links to other current subject content, allowing pupils to become immersed in their learning.

Lessons will follow a sequence of exploration, research, planning, making, and evaluating. Each learning opportunity will have a collection of artwork and artists linked to it for reference, discussion and inspiration.

This is a progressive curriculum which builds on pupil's knowledge, skills and understanding of art and design.

**Knowledge:** the absorption of information

**Skills:** application of knowledge

**Understanding:** the ability to take knowledge and skills and make real meaning from them. It is also the ability to transfer that understanding to other situations, still able to make meaning and sense of a situation, even if the facts have changed.

|  | Autumn  | Spring  | Summer  |
|--|---|---|---|
| <b>Colour:</b> paint, inks, pastels, dyes, textiles, pencils, crayon etc. tools to apply colour – brushes, sponges, straws | <b>Pattern:</b> Painted, printed, dyed, rubbed, imprinted, embossed.  | <b>Print making:</b> found materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene etc | <b>Texture:</b> Collage, weaving, threads, fabrics, surfaces, wood, clay, textiles, sand                  |
|  |   |   | <b>Form</b><br>3D experience, rigid and malleable materials, clay, dough, boxes, wire, sculpture, mod roc |
|  |   |   | <b>Drawing</b><br>Pencil, wax, chalk, charcoal, ink, pen, brushes, pastels, computing software            |
| <b>Year R 1<sup>st</sup> half term</b>   | Creating with Materials ELG <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> |   |   |

|   |   |  |   |
|---|---|--|---|
|   | <p><b>DRAWING</b></p> <p>Be able to use key vocabulary: portrait, paint, photograph</p> <p>Artist: Picasso</p> <p><b>Big picture: discuss and create family portrait using felt tips (PSE focus)</b></p> <p>Be able to take a photograph of their family (home learning) and bring in the photograph of their family</p> <p>Be able to talk about their family photograph</p> <p>Be able to create a family portrait using felt tips</p> <p>Be able to understand why portraits have changed from paintings to photographs (link to past and present)</p> | <p><b>COLOUR/ PAINT</b></p> <p>Be able to use key vocabulary: paint, colour, green, brown, mix, primary</p> <p>Artist: Gary Robert Chestnutt</p> <p><b>Big Picture: colour mixing and painting</b></p> <p>Be able to choose colours for a purpose</p> <p>Be able to mix paint to create colours</p> <p>Know that blue and yellow make green (primary and secondary colours)</p> <p>Be able to explore mixing greens and browns</p> <p>Be able to paint a wood scene</p> <p>Be able to talk about their painting</p>  | <p><b>PRINTING</b></p> <p>Be able to use key vocabulary: print, repeat, best</p> <p><b>Big Picture: Printing using different objects (brush, masher, toy car, leaf)</b></p> <p>Be able to make animal skin prints</p> <p>Be able to explain how they created their printing</p> <p>Be able to discuss which objects created the most effective prints</p> <p>Be able to explain how they made their artwork</p>                       |
| <p><b>Year R 2<sup>nd</sup> half term</b></p> | <p><b>FORM</b></p> <p>Be able to use key vocabulary: junk modelling, natural, collage, form</p> <p>Artist: Andy Goldsworthy</p> <p><b>Big Picture: Junk modelling</b></p> <p>Be able to use natural materials to create a tree collage (link to The Natural World)</p> <p>Be able to use junk modelling to build vehicles e.g. whole class train (to be used for role play)</p> <p>Be able to use tape and glue to join materials</p> <p>Be able to talk about their model</p>  | <p><b>PATTERN: DOTS</b></p> <p>Be able to use key vocabulary: dots, pattern, small, large, design</p> <p>Artist: Yayoi Kusama</p> <p><b>Big Picture: Create fur patterns (felt tip, paint, tissue paper) to make a leopard/cheetah/ giraffe/hyena/bird mask for role play</b></p> <p>Know about Kusama's use of dots in artwork</p> <p>Be able to explore with colour mixing</p> <p>Be able to experiment with making dots</p> <p>Be able to use different tools to create dots (felt tip, paintbrush, cotton bud, stick)</p> <p>Be able to design artwork</p> | <p><b>TEXTURE: COLLAGE</b></p> <p>Be able to use key vocabulary: texture, collage, evaluate</p> <p>Artist: Matisse</p> <p>The Snail</p> <p>Book: That's not my .....</p> <p><b>Big Picture: Collage 'That's not my Dinosaur'</b></p> <p>Be able to plan their collage</p> <p>Be able to use scissors safely</p> <p>Be able to experiment with texture</p> <p>Be able to evaluate their collage by suggesting a simple improvement</p> |

|                                     |  |   |  |
|-------------------------------------|--|---|--|
|                                     |  | Be able to print using found objects (blossom tree with bottle)   |  |
| Year 1                              | <p><b>KS1 Art National Curriculum</b></p> <ul style="list-style-type: none"> <li>• Be able to use a range of materials creatively to design and make products</li> <li>• Be able to use drawing, painting and sculpture to develop and share their ideas, experiences, and imagination</li> <li>• Be able to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space</li> <li>• Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>  |   |  |
| Year 1<br>1 <sup>st</sup> half term | <p><b>Our World</b><br/>Artists: Andy Goldsworthy, Monet, Vincent Van Gogh,<br/>Media: Natural materials, paint<br/><i>Vocabulary: colour, paint, primary, secondary, light, dark, tint, shade, natural, arrange, shape, form, group,</i></p> <p><b>Explore colour and colour mixing</b></p> <p><b>THE BIG PICTURE</b><br/><b>Create a collage using natural materials in the style of Andy Goldsworthy</b></p> <ul style="list-style-type: none"> <li>• Ensure they know the names of all the colours</li> <li>• Begin to introduce mixing of colours to make new colours.</li> <li>• Find collections of colours – different sorts of green, blue, purple etc. Use language to evaluate – light/dark</li> <li>• Use various collage materials to make a specific picture (leaves, twigs, flowers)</li> <li>• Observe and draw natural and manmade objects (linked to Kew Gardens trip)</li> </ul> <p>Know the primary and secondary colours<br/>Know that a tint can be made by adding white to a colour<br/>Be able to investigate warm and cold colours<br/>Know that art is all around us, in both natural and manmade situations</p> | <p><b>The Magic Toymaker</b><br/>Artists: Julie West (toy designer)<br/>Media: felt<br/><i>Vocabulary: purpose, use, puppet, stitch, outline, sewing, cut, adjoin, needle, thread, test, improvement.</i></p> <p><b>Basic design and sewing techniques</b></p> <p><b>THE BIG PICTURE</b><br/><b>Design and make a finger puppet using felt and simple sewing stitches</b></p> <ul style="list-style-type: none"> <li>• Develop skills of overlapping and overlaying to create effects.</li> <li>• Use materials to make objects for a purpose</li> <li>• Develop simple sewing skills</li> </ul> <p>Know that some art is for using, not just for looking at<br/>Be able to design a puppet<br/>Be able to use scissors to cut a variety of materials and objects<br/>Be able to stitch two pieces of felt together using a needle and thread<br/>Be able to add embellishments (buttons, pompoms, extra stitches, e.g., using a needle and thread to include fun details</p> | <p><b>Super Humans</b><br/>Artists: Olafur Eliasson, Maria Sybilla Merian, Richard Hamilton Hannah Hoch<br/>Media: watercolour paint, collage, pencil,<br/><i>Vocabulary: senses (sight, smell, hearing, taste, touch), mix, experiment, colour, collage, sort, characteristic, shape, accurate, feeling</i></p> <p><b>Collaging</b></p> <p><b>THE BIG PICTURE - Create artwork inspired by the five senses (face collage inspired by Richard Hamilton / Hannah Hoch)</b></p> <ul style="list-style-type: none"> <li>• Continue to explore applying colour with a range of tools for enjoyment</li> <li>• Use various materials to make collages</li> <li>• Sort according to specific qualities, e.g., warm, cold, shiny, smooth</li> <li>• Continue to develop skills of overlapping and overlaying to create effects.</li> <li>• Use various collage materials to make a specific picture (paper)</li> <li>• Cut shapes using scissors</li> </ul> <p>Know the five senses<br/>Understand that what our senses experience can impact the way that we feel and behave</p> |

|   |  |  |  |
|---|--|--|--|
|   | <p>Know that art can be made using anything, from specialist art materials to everyday objects<br/>         Be able to arrange natural objects in a considered way, thinking about shape, form and grouping<br/>         Be able to observe an object closely to see small and specific details<br/>         Be able to attempt to draw these details to accurately represent the object<br/> <b>RESOURCES - Stones, leaves etc</b></p>  | <p>Be able to test and evaluate their own creations and those of their peers<br/><br/> <b>Resources- Finger puppet templates, needles/thread, embellishments i.e.. Felt shapes, buttons etc</b></p>  | <p>Be able to represent a given stimulus (e.g., a sound) using a given medium (e.g., collage)<br/>         Be able to explain thinking and listen to the explanation of a peer<br/>         Know that the experiences and opinions of other people will differ to my own<br/><br/> <b>Resources – Magazines to tear up for collage (fashion good for this)</b></p>   |
| <p><b>Year 1<br/>2<sup>nd</sup> half term</b></p> | <p><b>People of the Past</b><br/>         Artists: Sofonisba Anguissola, <b>Holbein</b><br/>         Media: Pencil, oil pastels, charcoal<br/> <i>Vocabulary: <b>portrait, self-portrait, painting, subject, symbol, symbolism, symbolic, infer, represent, position, size, features</b></i></p> <p><b>Research and create self-portraits to express themselves</b></p> <p><b>THE BIG PICTURE – Create a self portrait</b></p> <ul style="list-style-type: none"> <li>• Observe anatomy – begin to encourage accurate drawings of people (head, hands, fingers).</li> <li>• Begin to develop accurate observation skills</li> <li>• Extend the variety of drawing tools used</li> <li>• Explore different textures and experiment with mark - building on previous experience.</li> </ul> <p>Know that paintings were used in the past when cameras had not been invented<br/>         Know that portraits depict people and landscapes depict environments<br/>         Know that artists included symbols in their portraits to tell you more about the subject<br/>         Know about key works by artists such as Holbein<br/>         Be able to infer meaning from a symbol<br/>         Be able to consider symbols which represent aspects of their lives/personalities</p> | <p><b>All Dressed Up</b><br/>         Artists: Sayed Haider Raza, Chila Kumari Singh Burman<br/>         Media: paper, paint, wax crayons<br/> <i>Vocabulary: <b>pattern, repeat, bright, dull, textile, fabric, occasion, purpose, line, shape, colour, wax resist</b></i></p> <p><b>Explore traditional Indian printing techniques (wood blocking) and Indian patterns to create own wax resist pattern</b></p> <p><b>BIG PICTURE- Create a wax resist pattern on paper</b></p> <ul style="list-style-type: none"> <li>• Make irregular painting patterns based on real life</li> <li>• Awareness and discussion of patterns around them – pattern hunt.</li> <li>• Experiment creating repeating patterns on paper using drawing or printing of own design.</li> <li>• Discuss how textiles create things – curtains, clothing, decoration</li> </ul> <p>Be able to explore differences in fabrics and patterns from diverse cultures</p> | <p><b>Live and Let Live</b><br/>         Artists/designers: Orla Kiely<br/>         Media: Printing using natural materials (leaves, twigs, potato etc)<br/> <i>Vocabulary: <b>printing, arrange, collect, symmetry, pattern, repeating, group, colour, natural, nature, represent, order</b></i></p> <p><b>Use natural materials for print making</b></p> <p><b>BIG PICTURE - Use natural materials for print making</b></p> <p><b>(Could be large scale all class)</b></p> <ul style="list-style-type: none"> <li>• Investigate natural patterns</li> <li>• Create patterns</li> <li>• Investigate order and symmetry</li> <li>• Print with a growing range of objects, including natural materials</li> <li>• Create and extend repeating patterns by overlapping and using contrasting colours</li> <li>• Identify the different forms printing takes: books, pictures, wallpaper, fabric etc</li> <li>• Weaving (using straw)</li> </ul> <p>Know that print making is an art form that has been around for a long time, for both aesthetic and functional purposes<br/>         Know that art can be made using anything, from specialist art materials to everyday objects</p> |

|   |  |   |   |
|---|--|---|---|
|   | <p>Be able to draw a more accurate representation of their face, considering the position and size of their features</p> <p><b>Resources- Pencils regular and coloured</b></p>   | <p>Understand that different fabrics and clothing are made to be worn at various occasions, e.g. Celebrations</p> <p>Be able to plan a pattern using inspiration from research and prior experiences, focusing on line and shape, and consider the colours that would be appropriate</p> <p>Be able to recreate that pattern on a different medium</p> <p><b>Resources - White wax crayons -Amazon</b></p>  | <p>Be able to print with different objects e.g., Lego, blocks</p> <p>Be able to consider the arrangement of objects to create an overall image, representation, or effect, considering symmetry and pattern</p> <p>Be able to choose colour appropriately</p> <p><b>Resources - shells, leaves, pebbles, sticks, ferns etc</b></p>  |
| <p><b>KS1 Art National Curriculum</b></p> <ul style="list-style-type: none"> <li>• Be able to use a range of materials creatively to design and make products</li> <li>• Be able to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• Be able to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul> |  |   |   |
| <p><b>Year 2<br/>1<sup>st</sup> half term</b></p>   | <p><b><u>The Circus is Coming to Town</u></b></p> <p>Artists - Calder, Chagall, Leger</p> <p>Media: Junk modelling, card, split pins</p> <p><i>Vocabulary: <b>movement</b>, 'lines of movement', dance, infer, imagine, position, expression, colour, bright</i></p> <p><b>Create artwork inspired by music and dance – capturing movement (Make split pin puppets and a 'theatre')</b></p> <p><b>The Big Picture - Create puppet theatre diorama</b></p> <ul style="list-style-type: none"> <li>• Experiment with tools and surfaces</li> <li>• Work out ideas through drawing</li> <li>• Begin to represent movement through drawing</li> <li>• Experimenting with creating mood, feeling and movement</li> <li>• Construct to represent personal ideas</li> <li>• Discuss weight and texture of materials</li> <li>• Awareness of natural and manmade forms</li> <li>• Decorative techniques</li> </ul> | <p><b><u>Buildings</u></b></p> <p>Artists: Christopher Wren</p> <p>Media: Pencil, watercolour, black paper (silhouette)</p> <p><i>Vocabulary: <b>architecture, building, landmark, structure, silhouette, observe, light, shade, shadow, sketch, rough, represent, proportion, detail, size</b></i></p> <p><b>Draw detailed pictures of buildings (local area, local church, Vernon Road, St. Paul's Cathedral, St Dunstan, and other famous landmarks)</b></p> <p><b>THE BIG PICTURE-</b></p> <p><b>1) Draw a local building and a famous building</b></p> <p><b>2) Create a silhouette of London with a watercolour sky.</b></p> <ul style="list-style-type: none"> <li>• Cut shapes using scissors with increasing accuracy</li> </ul> | <p><b><u>The Earth – Our Home</u></b></p> <p>Artists: Franz Marc, Christina Mittermeier, Ami Vitale</p> <p>Media: Photography, pastels</p> <p><i>Vocabulary: <b>habitat, compare, contrast, feature, characteristic, pastel, represent, construct, attach, secure, diorama</b></i></p> <p><b>Use pastels to create picture inspired by photographs and paintings of animals in their natural habitats</b></p> <p><b>Compare paintings and photographs</b></p> <p><b>THE BIG PICTURE-</b></p> <p><b>1) Draw animals using pastels</b></p> <p><b>2) Create a collage using photographs of themselves and adding natural materials</b></p> <ul style="list-style-type: none"> <li>• Mix colours to match those of the natural world</li> <li>• Use colour on a large scale, A3/A2, chalk on playground</li> <li>• Take photographs of children and decorate using natural materials</li> </ul> |

|  |  |  |   |
|--|--|--|---|
|  | <p>Understand that there is art to be seen in movement and dance, and that this will differ in different types of them (ballet, street, ballroom, tap, eg.)</p> <p>Be able to observe someone’s movement and depict it through the lines of their movement, as opposed to exactly how it looks</p> <p>Be able to consider what shows movement in a painting without it actually moving itself (eg. positioning of bodies, limbs, and clothing; facial expressions)</p> <p>Be able to create a circus character considering the different ways in which it could move (split pins)</p> <p>Be able to choose particular colours to convey the vivid and exciting nature of the circus</p> <p>Be able to design a diorama of a theatre</p> <p>Be able to use junk modelling to build their own diorama</p> <p><b>Resources - cereal boxes for puppet theatre, paint for theatre , thick white card for puppets. Split pins.</b></p> | <ul style="list-style-type: none"> <li>• Discuss use of shadows, use of light and dark.</li> <li>• Sketch to make quick records</li> <li>• Observe and draw landscapes as accurately as possible</li> <li>• Begin to understand proportion</li> </ul> <p>Know about Christopher Wren and his impact on architecture in London</p> <p>Be able to comment on the shape and materials of buildings in the local area</p> <p>Be able to consider proportion when drawing buildings in the local area</p> <p>Be able to add detail when drawing buildings in central London</p> <p>Be able to recreate the London skyline on black paper</p> <p>Be able to use scissors to cut accurately</p> <p>Be able to use watercolours to create the sky</p> <p><b>ACTIVITY – Trip around Mortlake, look at buildings</b></p> <p><b>Drawing lesson with SW</b></p> <p><b>Resources - Black sugar paper. paint</b></p> | <p>Know about different habitats and their features</p> <p>Know about key works of art by Franz Marc</p> <p>Be able to discuss and share their opinions of artwork by Franz Marc</p> <p>Be able to take photographs of nature</p> <p>Be able to create photographic works of art by adding natural materials after printing</p> <p>Be able to use pastels to represent their own ideas about habitats</p> <p>Be able to evaluate their work</p> <p><b>Resources – pastels</b></p> <p><b><a href="https://cristinamittermeier.com/stills/wild-things/">https://cristinamittermeier.com/stills/wild-things/</a></b></p> <p><b>natural resources – leaves, feathers, petals.</b></p> |
| <p><b>2<sup>nd</sup> half term</b></p> | <p><b><u>Brainwave</u></b></p> <p>Artists: Jim Klein</p> <p>Media: paint, chalk, charcoal</p> <p><i>Vocabulary: colour, <b>hue, shade</b>, light, dark, bright, dull, primary, secondary, <b>tertiary</b>, mix, experiment, <b>tone, complementary, opposing</b>, emotion, evoke, represent</i></p> <p><b>Understand how colour reflects emotion.</b></p> <p><b>Big Picture- Create paintings that reflect different emotions through colour.</b></p> <ul style="list-style-type: none"> <li>• Draw as a way of recording experiences and feelings</li> <li>• Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’</li> </ul>  | <p><b><u>We Are What We Eat</u></b></p> <p>Artists: Ellsworth Kelly, Giuseppe Arcimboldo</p> <p>Media: Fruit, everyday materials</p> <p><i>Vocabulary: <b>natural, manmade</b>, pattern, repeating, <b>regular, irregular</b>, collage, arrange, group</i></p> <p><b>Big Picture</b></p> <p><b>1) Create a face collage using pictures of fruit (collaborative)</b></p> <p><b>2) Create a face sculpture using fruit</b></p>   | <p><b><u>Hooray Let’s Go on Holiday</u></b></p> <p>Artists: Monet, Degas, Renoir, Seurat, Mondrian, William Morris</p> <p>Media: Clay, computing</p> <p><i>Vocabulary: <b>habitat, landscape, environment, feature, characteristic, artist, compare, contrast, represent, carve, join, construct, mould, form, pinch, roll, tool, texture</b></i></p> <p><b>Big Picture</b></p> <p><b>1) Create pictures on Purple Mash in the style of Monet, Degas, Renoir, Seurat, Mondrian and William Morris - see computing curriculum</b></p> <p><b>2) Create a starfish/shell using clay</b></p>  |

|   |  |   |  |
|---|--|---|--|
|   | <ul style="list-style-type: none"> <li>• Make as many tones of one colour as possible using primary colours and white.</li> <li>• Darken colours without using black</li> <li>• Mix colours to match those of the natural world</li> </ul> <p>Know the primary, secondary and tertiary colours<br/>         Know complementary colours (colour wheel)<br/>         Be able to create secondary and tertiary colours<br/>         Know the effect that mixing white has on primary colours<br/>         Be able to use white to create different tones of the primary colours<br/>         Be able to use complementary colours to darken without using black<br/>         Be able to use colour to represent different emotions<br/>         Be able to give reasons for which emotions are represented in their paintings<br/> <b>Resources - Paint</b></p> | <ul style="list-style-type: none"> <li>• Discuss natural and manmade patterns</li> <li>• Discuss regular and irregular patterns</li> <li>• Experiment by arranging, folding, repeating, overlapping patterns</li> <li>• Use a variety of materials (food) to create artwork</li> <li>• Overlapping and overlaying to create effects</li> </ul> <p>Know that art is all around us<br/>         Know the difference between natural and manmade<br/>         Be able to discuss natural and manmade patterns<br/>         Know the difference between regular and irregular<br/>         Be able to create regular and irregular patterns<br/>         Be able to use everyday materials to create a collage<br/>         Be able to design and make a sculpture using fruit<br/> <b>Resources – Magazines for collages<br/>         Fruit for sculptures</b></p> | <ul style="list-style-type: none"> <li>• Develop understanding and awareness of different artists using computing</li> <li>• Computer generated drawings</li> <li>• Observe and draw natural objects (shells, fish)</li> <li>• Carve into clay using tools</li> <li>• Pinch and roll coils and slabs using clay</li> <li>• Make simple joins by manipulating clay or pasting carefully</li> <li>• To shape and form from direct observation</li> <li>• Replicate patterns and textures in 3D form</li> </ul> <p>Be able to explore natural objects e.g., Shells<br/>         Be able to create observational drawings of shells<br/>         Be able to create a plan of what they will make<br/>         Be able to carve into clay using tools<br/>         Be able to make simple joins between two pieces of clay<br/>         Be able to evaluate their work<br/> <b>Resources – Clay and modelling tools</b></p> |
|   | <p><b><u>KS2 Art National Curriculum</u></b></p> <ul style="list-style-type: none"> <li>• To be able to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• To be able 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]</li> <li>• To know about leading artists, architects, and designers in history.</li> </ul>  |   |  |
| <p><b>Year 3</b><br/><br/><b>1<sup>st</sup> half term</b></p> | <p><b><u>Chocolate</u></b><br/><br/><b><u>Colour focus</u></b></p> <p>Artists: Warhol<br/>         Media: pencil, paint</p>  | <p><b><u>Explorers and Adventurers</u></b><br/> <b><u>Host Country: Brazil</u></b><br/> <b><u>Drawing focus</u></b></p> <p>Artists: Margaret Mee, Seymour and Peale,<br/>         Syms Covington, George Catlin</p>   | <p><b><u>Temples, Tombs and Treasures</u></b><br/> <b><u>Host Country: Egypt</u></b><br/> <b><u>Printing focus</u></b></p> <p>Artists: Emma Majury<br/>         Media: Printing tile – Styrofoam, paint/ink, pencil, roller</p>  |



|  |   |  |
|--|---|--|
| <p>Vocabulary: product, impact, <b>design</b>, compare, contrast, <b>plan</b>, <b>sketch</b>, <b>create</b>, <b>evaluate</b>, <b>improve</b>, constructive, colour, mix, primary, secondary, tertiary, <b>vivid</b>, eye-catching</p> <p><b>Big Picture - Design, make and evaluate a chocolate bar and its wrapper</b></p> <ul style="list-style-type: none"> <li>Extend exploring colour mixing to applying colour mixing.</li> <li>Make colour wheels to show primary and secondary colours.</li> <li>Use initial sketches to aid work</li> </ul> <p>Know that the way in which products in everyday use are designed and made affects their usefulness<br/>         Be able to design their own chocolate bar<br/>         Be able to make their own chocolate bar<br/>         Be able to discuss the design of different wrappers<br/>         Be able to design their own chocolate bar wrapper, considering colour, shape, line, pattern, and illustration<br/>         Be able to make a chocolate bar wrapper for their chocolate bar<br/>         Be able to evaluate their products and suggest improvements</p> <p>Resources – Wrapper templates<br/>         Chocolate and flavours (mini marshmallows sprinkles etc) Parents to donate.<br/>         Buy more chocolate moulds<br/> <a href="https://www.amazon.co.uk/homEdge-Break-Apart-Chocolate-Non-Stick-Silicone/dp/B07DQPNZ3K/ref=sr_1_31?crd=1FO4JGJ5FTVL3&amp;keywords=chocolate+moulds&amp;qid=1641637339&amp;s=kitchen&amp;prefix=chocolate+moulds%2Ckitchen%2C176&amp;sr=1-31">https://www.amazon.co.uk/homEdge-Break-Apart-Chocolate-Non-Stick-Silicone/dp/B07DQPNZ3K/ref=sr_1_31?crd=1FO4JGJ5FTVL3&amp;keywords=chocolate+moulds&amp;qid=1641637339&amp;s=kitchen&amp;prefix=chocolate+moulds%2Ckitchen%2C176&amp;sr=1-31</a></p> | <p>Media: pencil, watercolours<br/>         Trip: Kew Gardens<br/>         Vocabulary: explorer-artist, sketch, <b>rough</b>, <b>accurate</b>, <b>observe</b>, <b>manmade</b>, <b>natural</b>, pattern, texture, <b>shading</b>, tone, texture, shape, positive/negative space, imagine</p> <p><b>Big Picture - Create drawings and watercolours using Kew Gardens to inspire botanical explorations of flora and fauna. Final piece a poster for Kew Gardens</b></p> <ul style="list-style-type: none"> <li>Start to place more emphasis on observation and design of textural art</li> <li>Use initial sketches to aid work</li> <li>Experiment with the potential of various pencils (2B - HB) to show tone, texture</li> <li>Encourage close observation of objects in both the natural and manmade world.</li> <li>Observe and draw simple shapes.</li> <li>Draw both the positive and negative shapes i.e. draw both the outline of the object and the shapes it creates</li> <li>Make initial sketches as a preparation for painting and other work.</li> <li>Encourage more accurate drawings of people/animals – particularly faces - looking closely at their features and the detail they have</li> </ul> <p>Know why explorer-artists were so important throughout history (that was an effective way of showing people what they saw, given they had no cameras)</p> | <p>Vocabulary: <b>printing</b>, <b>tile</b>, <b>template</b>, <b>ink</b>, hieroglyphic, <b>symbol</b>, repeat, pattern, plan, sketch, overlap, arrange</p> <p><b>Explore different printing techniques (Emma Majury BBC)</b></p> <p><b>Big Picture- Create a collaborative piece of art using printing of Egyptian hieroglyphics</b></p> <ul style="list-style-type: none"> <li>To make own patterns, printing, rubbing.</li> <li>Use sketchbooks to design own motif to repeat</li> <li>Symmetry</li> <li>Use sketchbook for recording textures/patterns</li> <li>Discuss own work and that of other artists</li> <li>Explores images through monoprinting on a variety of papers</li> <li>Explore colour mixing through overlapping colour prints deliberately</li> <li>Interpret environmental and manmade patterns and form</li> <li>Discuss the nature of effects able to modify and adapt print as work progresses</li> <li>Explore images and recreate texture through deliberate selection of materials wallpaper, string, polystyrene etc</li> </ul> <p>Know that print making is an art form that has been around for a long time, for both aesthetic and functional purposes<br/>         Know that art can be made using anything, from specialist art materials to everyday objects<br/>         Be able to consider the arrangement of objects to create an overall image, representation, or effect, considering symmetry and pattern<br/>         Be able to explore and evaluate the effect of different printing techniques<br/>         Be able to design their own Egyptian hieroglyphic<br/>         Be able to print their Egyptian hieroglyphic</p> |
|--|---|--|



|  |  |   |  |
|--|--|---|--|
|  |  | <p>Be able to research artwork created during expeditions<br/>         Know that Margaret Mee combined botanical art with travelling in the Amazon<br/>         Be able to identify what they like and dislike about Margaret Mee paintings<br/>         Be able to make sketches of the outside world in the style of artists studied<br/>         Be able to use pencils to show tone and texture<br/> <b>Resources- Watercolour pencils</b><br/> <b>HB – 2B pencils</b></p>  | <p><b>Resources – wallpaper, polystyrene, string,</b></p>  |
| <p><b>2<sup>nd</sup> half term</b></p> | <p><b><u>Design and pattern focus</u></b></p> <p>Artists: the Mayan era<br/>         Media: papier mache<br/> <i>Vocabulary: <b>papier mache, layering, mask, purpose, use, compare, contrast, shape, outline, pattern, brush, thick, thin, precision, block colouring</b></i></p> <p><b>Big Picture - Design and make a Mayan Mask - link to History</b></p> <ul style="list-style-type: none"> <li>• Introduce different types of brushes for specific purposes.</li> <li>• Search for pattern around us in world, pictures, objects.</li> <li>• Shape, form, model and construct from observation and imagination with increasing confidence.</li> </ul> <p>Know what Mayan masks look like<br/>         Be able to comment on the patterns on Mayan masks<br/>         Be able to design their own mask inspired by Mayan patterns<br/>         Be able to use papier mache to create their own mask<br/>         Be able to paint and decorate their mask in a Mayan style</p> <p><b>Resources- Balloons Newspaper, glue Different sized and shaped brushes</b></p> | <p><b><u>Pattern focus</u></b></p> <p>Artists: Nick Misani, Jim Bachor, Doreen Adams<br/>         Media: paper<br/> <i>Vocabulary: <b>mosaic, components, compare, contrast, symmetry, pattern, repeat, circular, linear</b></i></p> <p><b>Big Picture - Create a mosaic</b></p> <ul style="list-style-type: none"> <li>• Make patterns on a range of surfaces, paper, chalk on playground</li> <li>• Create own patterns using ICT by planning on Purple Mash (link to computing)</li> <li>• Cut shapes using scissors with accuracy</li> <li>• weaving</li> </ul> <p>Know how mosaics have been created and used over time<br/>         Know about mosaics created by contemporary artists – Misani, Bachor, Adams<br/>         Be able to discuss and comment on mosaics created by contemporary artists</p> | <p><b><u>Form/Sculpture focus</u></b></p> <p>Artists: Ancient Egyptians<br/>         Media: clay<br/> <i>Vocabulary: <b>mould, shape, lip, handle, body, neck, foot, shoulder, roll, pinch, clay, carve, pattern, size, sketch, model,</b></i></p> <p><b>Big Picture - Design and make an Egyptian vase</b></p> <ul style="list-style-type: none"> <li>• Use the equipment and media with increasing confidence</li> <li>• Shape, form, model and construct from observation and imagination with increasing confidence.</li> <li>• Plan and develop ideas in sketchbook and make simple choices about media.</li> <li>• Develop understanding of different adhesives and methods of construction</li> <li>• Begin to have some thought towards size</li> <li>• Simple discussion about aesthetics</li> <li>• <b>Make patterns on a range of surfaces, in clay</b></li> </ul> <p>Know about Ancient Egyptian pottery and its uses<br/>         Be able to design a vase in an Egyptian style<br/>         Be able to use and work with clay with increasing confidence<br/>         Be able to use simple tools to create patterns in clay<br/>         Be able to evaluate own and others clay vase</p> |

|   |  |   |  |
|---|--|---|--|
|   |  | <p>Be able to use mosaics by contemporary artists to inspire their own design<br/>         Understand what symmetry is<br/>         Be able to use Purple Mash to design their own mosaic<br/>         Be able to use scissors accurately to cut shapes from paper<br/> <b>Resources – coloured paper</b></p>   | <p><b>Resources – Clay, modelling tools</b></p>  |
| <p><b>KS2 Art National Curriculum</b></p> <ul style="list-style-type: none"> <li>To be able to create sketch books to record their observations and use them to review and revisit ideas</li> <li>To be able to improve their proficiency in art and design techniques, including drawing, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>To know about renowned artists, architects, and designers in history.</li> </ul> |  |   |  |
| <p><b>Year 4 Art</b></p>  | <p><b><u>Fashion</u></b></p> <p><b><u>Colour focus</u></b></p> <p>Artists: Mary Quant, Bridget Riley, Roy Lichtenstein, Piet Mondrian (1960s)<br/>         Media: paper, paint, pencil<br/> <i>Vocabulary: colour, mix, primary, secondary, tertiary, hue, mood, emotion, evoke, foreground, background, symbolic, tool, thick, thin, block, accurate</i></p> <p><b>Big Picture-</b></p> <p><b>1) Create artwork in style of different artists</b><br/> <b>2) Create a geometric 60s print artwork</b></p> <ul style="list-style-type: none"> <li>Make the colours shown on a colour chart.</li> <li>Mix and match colours to those in a work of art.</li> <li>Work with one colour against a variety of backgrounds.</li> <li>Advise and question suitable equipment for the task e.g., size of paintbrush or paper needed.</li> <li>Use colour to reflect mood</li> <li>Experiment with creating mood, feeling and movement</li> </ul> | <p><b><u>Active Planet</u></b><br/> <b>Host Country: Hawaii - USA</b><br/> <b><u>Colour and texture focus</u></b></p> <p>Artist: Jackson Pollock; Gerhard Richter<br/>         Media: paint<br/> <i>Vocabulary: colour, mix, experiment, hue, shade, hot/cold colours, tool, kinetic, movement, symbolic, represent</i></p> <p><b>Create artwork inspired by an extreme natural phenomenon (volcanic eruption, hurricane etc), in the style of Jackson Pollock/Gerhard Richter</b></p> <p><b>Big Picture -</b></p> <p><b>1) Create a large Jackson Pollock inspired canvas to depict a volcanic eruption</b><br/> <b>2) Create an artwork in the style of Gerhard Richter to depict an extreme natural phenomenon</b></p> <ul style="list-style-type: none"> <li>Explore hot and cold colours</li> <li>Select and use materials to achieve a specific outcome.</li> </ul> | <p><b><u>Saving the World</u></b><br/> <b>Host Country: Borneo</b><br/> <b><u>Drawing focus</u></b></p> <p>Artist: Henri Rousseau, John Dyer (Tresco Island)<br/>         Media: Pastels, chalk, pencil, paint<br/> <i>Vocabulary: compare, contrast, style, infer, symbolic, colour, imagine, shading, scale, proportion, accurate, detail, recreate, environment, observe, sketch, plan, test</i></p> <p><b>Comparison study of Rousseau and Dyer</b></p> <p><b>Big Picture - Use collage, paints, pastels, pencil, charcoal or chalk to create rainforest art in the style of Rousseau and Dyer</b></p> <ul style="list-style-type: none"> <li>Identify and draw the effect of light (shadows) on a surface, on objects and people.</li> <li>Introduce the concepts of scale and proportion.</li> <li>Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body.</li> <li>Work on a variety of scales</li> </ul> |

|   |   |  |
|---|---|--|
| <p>Know a variety of different artists from the 1960s and can name some of their works<br/>         Be able to compare the artworks of different artists from a similar time<br/>         Understand how colour was used effectively by artists in the 1960s<br/>         Be able to consider the symbolism of colour and how it can make someone feel or think<br/>         Be able to choose art equipment to fit a purpose<br/>         Be able to create a mood board that fits a given stimulus</p> <p>Resources - Mood board- Fashion magazines and interior / regular mags.<br/>         Felt tips, paint etc.</p> | <ul style="list-style-type: none"> <li>• Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work.</li> <li>• Begin to apply colour using dotting, scratching, splashing to imitate an artist.</li> </ul> <p>Know that painting is not confined to requiring a paintbrush or the like<br/>         Understand the symbolism in kinetic art and how artists use different tools to create this effect<br/>         Understand how colours can change when mixed to create a more specific colour<br/>         Be able to experiment with colour mixing to achieve a desired shade<br/>         Be able to experiment with and choose equipment to achieve a desired effect<br/>         Be able to consider the movement in a chosen stimulus and how to recreate that using paint</p> <p>Resources- 1 large canvas per class<br/>         Paint, lolly sticks, straws ,sticks to spatter</p> | <p>(Begin to) Understand how art styles will differ from artist to artist<br/>         Be able to compare the paintings of two different artists, explaining their opinion<br/>         Be able to infer meaning that can be derived from the artist’s choice of colour<br/>         Be able to use the drawing techniques of shading, scale, and proportion to advance the detail of their art<br/>         Be able to draw increasingly accurate representations of a stimulus</p> <p>Resources – Book a drawing lesson with SW<br/>         Magazines, paints, pastels, pencil, charcoal, or chalk</p>          |
| <p><b><u>Texture and Print focus</u></b></p> <p>Artists: Peter Blake<br/>         Designers: Pucci, Halston (1970s)<br/>         Media: fabric, paper<br/>         Vocabulary: <b>decoration, tie dye, embellishment, needle, thread, stitch, colour, bright, dark, pattern, repeat, symmetry, dye</b></p> <p><b>The Big Picture –</b><br/> <b>1) Design and make a t-shirt using tie-dye</b><br/> <b>2) Embellish the t-shirt with a patch inspired by iconic 70s imagery ( EG. peace sign)</b></p>  | <p><b><u>Form and Colour focus</u></b></p> <p>Artists: Leslie Ruth<br/>         Media: paper mache; paint<br/>         Vocabulary: <b>sculpture, paper mache, form, structure, construct, shape, texture, represent; culture, interpret, express, evoke, observe, mix, blend, overlap, watercolour, brushstroke, recreate, environment, subject</b></p> <p><b>Big Picture –</b><br/> <b>1) Design and make a volcano (Tech)</b><br/> <b>2) Use watercolours to create art inspired by Hawaii – Hawaii travel poster</b></p>   | <p><b><u>Colour and Pattern focus</u></b></p> <p>Artists: Necmeddin Okyay<br/>         Media: paper, cardboard<br/>         Vocabulary: <b>packaging, eye-catching, vivid; Ebru, medium, colour, experiment, manipulate, pattern, repeat, symmetry</b></p> <p><b>The Big Picture-</b><br/> <b>1) Design, make and evaluate a healthy and tasty rainforest drink with design appropriate packaging</b><br/> <b>2) Create a piece of Ebru (Turkish art of painting on water)</b></p> <ul style="list-style-type: none"> <li>• Experience surface patterns / textures.</li> <li>• Use colour for a purpose</li> </ul> |

|  |   |  |   |
|--|---|--|---|
|  | <ul style="list-style-type: none"> <li>• Develop simple sewing techniques</li> <li>• Use a wider variety of stitches</li> <li>• Use smaller eyed needles and finer thread</li> <li>• Observation and design of textural art</li> <li>• Compare different fabrics</li> <li>• Tie dying/ batik techniques</li> </ul> <p>Know that fashion is made and decorated in a variety of different ways<br/>           Know the processes involved in creating tie-dye art<br/>           Be able to explore different tie-dye techniques<br/>           Be able to attach an embellishment to cotton using a needle, thread and simple stitch<br/>           Be able to consider colour and pattern when designing an item of clothing</p> <p>Resources - Plain white t-shirts (George Asda cheapest), Dylon hand dye, elastic bands.<br/>           Embellishments – Felt, other plain fabrics, needles, thread.</p> | <ul style="list-style-type: none"> <li>• Plan and develop ideas in sketchbook and make choices about media.</li> <li>• Consider light and shadow, space and size.</li> <li>• Investigate, analyse, and interpret natural and manmade forms of construction</li> <li>• Discuss and evaluate own work and that of sculptors</li> </ul> <p>Know that some art is for using, not just for looking at<br/>           Be able to create a detailed plan of my final sculpture, including labels and lists of required materials<br/>           Be able to shape my materials carefully and accurately to achieve the desired shape and texture</p> <p>(Begin to) Understand how art styles from around the world differ to reflect different cultures<br/>           Understand that art reflects an artist's interpretation about their world and experiences<br/>           Know that working with different medium and materials will require a different approach to the creation of my art<br/>           Be able to consider the different elements and foci in my stimulus in order to recreate it<br/>           Be able to experiment with the mixing and blending of colours</p> <p>Resources- plastic bottle, shoe box, newspapers, glue, paint</p> | <ul style="list-style-type: none"> <li>• Create own abstract pattern to reflect personal experience and expression</li> <li>• Create pattern for purpose</li> </ul> <p>Understand what can make food or drink unhealthy/unbeneficial for our bodies<br/>           Understand why packaging needs to be eye-catching, interesting and intriguing<br/>           Be able to consider things that I have done well and what I might do differently in the future</p> <p>Know about the history of and processes involved in the creation of Turkish Ebru art<br/>           Know that there are a variety of different techniques and media in which artists express themselves<br/>           Be able to choose the colours I use based on a briefing<br/>           Be able to experiment with a new art form, learning from any mistakes made along the way<br/>           Be able to carefully create my own Ebru art, following my brief and planning</p> <p>Resources 1) Smoothies and tropical drinks to sample. Smoothie packaging to analyse.<br/>           Label templates to make drink packaging.<br/>           Drink cartons (pupils to bring in)<br/>           2) We have sufficient marbling stocks currently. KEEP THE MARBLING TRAYS AND COMBS. When they run out, recommend, ' The Best Crafts Marbling Art Paint Kit 'from Amazon. .<br/>           If you keep the trays, you will need 4 sets more.</p> |
|  | <p><b>KS2 Art National Curriculum</b></p> <ul style="list-style-type: none"> <li>• To be able to create sketch books to record their observations and use them to review and revisit ideas</li> </ul>   |  |   |

|  |  |   |  |
|--|--|---|--|
|  | <ul style="list-style-type: none"> <li>To be able to improve their proficiency in art and design techniques, including drawing, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>To know about renowned artists, architects, and designers in history.</li> </ul>   |   |  |
| <p><b>Year 5</b><br/><b>1<sup>st</sup> half term</b></p> | <p><b><u>Go With the Flow</u></b><br/><b><u>Colour focus</u></b></p> <p>Artists: Chagall Matisse, Derain<br/>Movements- (Cubism, Expressionism, Fauvism),<br/>Media: pencil, charcoal, pastels<br/><i>Vocabulary: <b>Expressionism, Cubism, Fauvism, Realism, Surrealism, emotion, evoke, light, shade, accurate, representative, perspective, infer, imagine, scale, size, proportion</b></i></p> <p><b>Big Picture - Create drawings in style of cubism, expressionism, and fauvism</b><br/><b>(link to English – <i>The Lion, the Witch and the Wardrobe</i>)</b></p> <ul style="list-style-type: none"> <li>Control and experiment with qualities of tone, shades, hue, tint, and mood</li> <li>Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint.</li> <li>Use colour to express moods and feelings</li> </ul> <p>Understand the differences between paintings created in the periods of Cubism, Expressionism and Fauvism, and paintings created in other periods<br/>Know that art does not necessarily have to accurately depict the subject to be a good representation<br/>Understand how emotions and opinions affect art that we create<br/>Be able to verbally describe and compare pieces of art, explaining opinion when necessary<br/>Be able to infer meaning from the artist’s choice of colour<br/>Be able to use the drawing techniques of shading, scale, proportion, and perspective to advance the detail of their art</p> | <p><b><u>The Great, The Bold, The Brave</u></b><br/><b><u>Host Country: Greece</u></b><br/><b><u>Form/Sculpture focus</u></b></p> <p>Artists: Ancient Greece<br/>Media: clay<br/><i>Vocabulary: texture, pattern, model, join, recreate, <b>manipulate, adjust, components, practical, relate, compare, contrast, shape, recreate, create, construct, evaluate</b></i></p> <p><b>Big Picture - Create clay bust sculpture in Ancient Greek style</b></p> <ul style="list-style-type: none"> <li>Use sketchbook to inform, plan and develop ideas.</li> <li>Shape, form, model and join with confidence.</li> <li>Produce more intricate patterns and textures.</li> <li>Work directly from observation or imagination with confidence.</li> <li>Consider the properties of media being used.</li> <li>Discuss own work and work of other sculptors with comparisons made.</li> <li>Discuss and evaluate own work and that of other sculptors in detail</li> </ul> <p>Be able to discuss and compare sculptures, explaining opinions and perceptions of it<br/>Be able to create a detailed plan (including labels of components and lists of required</p> | <p><b>Link to English – <i>Kensuke’s Kingdom</i></b></p> <p><b><u>Printing focus</u></b></p> <p>Artist: Hokusai<br/>Media: Paint, print<br/><i>Vocabulary: infer, imagine, detail, symbolism, colour, mix, experiment, texture, light, shade, mood, emotion, evoke, <b>express, stimuli, block colour</b></i></p> <p><b>Big Picture - Create a print inspired by Hokusai’s Wave</b></p> <ul style="list-style-type: none"> <li>Experience in combining prints taken from different objects to produce an end piece.</li> <li>Experiment with ideas, to plan in sketchbook.</li> <li>Experience in producing pictorial and patterned prints.</li> <li>Makes connections between own work and patterns in their local environment (e.g., curtains, wallpaper)</li> <li>Discuss and evaluate others’ and own work</li> <li>Builds up drawings and images of whole or parts of items using various techniques, e.g., card,</li> <li>Recreates a scene remembered, observed or imagined, through collage printing</li> <li>Explore printing techniques used by various artists.</li> <li>Modify and adapt print</li> </ul> <p>Understand how artists convey messages and stories through their artwork using different symbolic aspects (colour, size, shape, realism, inclusion of extra details)<br/>Know the difference between portrait and landscape paintings</p> |

|  |  |   |   |
|--|--|---|---|
|  | <p>Be able to draw increasingly accurate representations of a stimulus<br/>         Be able to consider the impact that light has on what we see<br/>         Be able to imagine and depict a chosen scene from a well-known book<br/> <b>Resources- pastels, charcoal, paint</b></p>  | <p>materials) to effectively convey my thinking, detailing any desired movement<br/>         Be able to work from a plan closely to work towards my desired outcome<br/>         Be able to manipulate and join clay<br/>         Be able to create intricate patterns in clay, using tools<br/>         Be able to evaluate own and others work<br/> <b>Resources – Clay, modelling tools</b></p>  | <p>Be able to observe a landscape painting and explain what I can see, what I think is going on within the scene, and what my opinions are of it<br/> <b>Resources- String, polystyrene tiles, rollers, paint / ink tbc</b></p>   |
| <p><b>2<sup>nd</sup> half term</b></p> | <p><b><u>Mission to Mars</u></b><br/> <b><u>Form/Sculpture focus</u></b><br/>         Artists: Calder; Jesus Rafael Soto Yaacov Agam<br/>         Media: mod roc, paint<br/> <i>Vocabulary: kinetic, sculpture, movement, plan, sketch, create, evaluate, shape, attach, join, texture, size, stimuli (linked to Science)</i></p> <p><b>Big Picture –</b><br/> <b>1) Make an Agamograph</b><br/> <b>2) Create a 3D kinetic sculpture of a planet.</b></p> <ul style="list-style-type: none"> <li>• Use sketchbook to inform, plan and develop ideas.</li> <li>• Shape, form, model and join with confidence.</li> <li>• Produce more intricate patterns and textures.</li> <li>• Work directly from observation or imagination with confidence.</li> <li>• Consider the properties of media being used.</li> <li>• Discuss own work and work of other sculptors with comparisons made.</li> <li>• Discuss and evaluate own work and that of other sculptors in detail</li> <li>• Select and use found and constructed materials</li> <li>• Embellish work drawing on prior learning – applique, drawing, sticking, cutting, painting, weaving, layering</li> </ul> | <p><b><u>The Great, The Bold, The Brave</u></b><br/> <b><u>Host Country: Roman Empire</u></b></p> <p><b><u>Pattern focus</u></b><br/>         Artists: The Roman era<br/>         Media: paper, card, paint<br/> <i>Vocabulary: pattern, repeat, symmetry, shape, line, purpose, plan, sketch, create, evaluate, inspiration, pointillism</i></p> <p><b>Big Picture- Create a shield in Roman style (focus on pattern)</b></p> <ul style="list-style-type: none"> <li>• Create own abstract pattern to reflect personal experience and expression</li> <li>• Organise own patterns</li> <li>• Use shape to create patterns</li> <li>• Create pattern for purposes e.g., wallpaper, clothes, puppets, boxes, folders, book covers etc</li> <li>• Interpret environmental and manmade patterns</li> <li>• Pointillism – control over coloured dots, so tone and shading is evident</li> <li>• Select and use found and constructed materials</li> </ul> | <p><b><u>Earth as an Island</u></b><br/> <b><u>Host Country: Madagascar</u></b></p> <p><b><u>Drawing focus</u></b><br/>         Artists: Zaha Hadid, Renzo Piano, Norman Foster, Thomas Heatherwick, James Parret (Le Palais de Justice)<br/>         Media: paper, pencil, paint, pastels<br/> <i>Vocabulary: plan, sketch, research, observe, architecture, modern, structure, angular, rounded, size, proportion, shape, light, dark, shadow, landscape, subject, environment, foreground, background</i></p> <p><b>Big Picture- Create detailed drawings of buildings in the UK and Madagascar</b></p> <ul style="list-style-type: none"> <li>• Observe and use a variety of techniques to show the effect of light on objects e.g., use rubbers to lighten, use pencil to show tone, use tones of the same colour.</li> <li>• Look at the effect of light on an object from different directions.</li> <li>• Produce increasingly accurate drawings of buildings.</li> <li>• Produce increasingly detailed preparatory sketches for painting and other work.</li> <li>• Introduce the concept of perspective.</li> <li>• Work on a variety of scales and collaboratively.</li> </ul> |

|  |   |  |  |
|--|---|--|--|
|  | <p>Know that there are a variety of different techniques and mediums in which artists express themselves, some stationary and some able to move (Kinetic)</p> <p>Be able to discuss and compare sculptures, explaining my opinions and perceptions of it</p> <p>Be able to create a detailed plan (including labels of components and lists of required materials) to effectively convey my thinking, detailing any desired movement</p> <p>Be able to work from a plan closely to work towards my desired outcome</p> <p>Be able to use a science focus as my stimulus (eg. the solar system, a constellation, a nebula)</p> <p><b>Resources – Mod Roc, Balloons</b></p> | <ul style="list-style-type: none"> <li>• Apply knowledge of different techniques to express feelings</li> <li>• Embellish work drawing on prior learning – applique, drawing, sticking, cutting, painting, weaving, layering</li> </ul> <p>Know that patterns are found all around us, in both manmade and natural objects</p> <p>Be able to find patterns in their immediate environment and describe them verbally</p> <p>Be able to research and identify patterns that were prevalent and existing in the Roman era</p> <p>Be able to plan and create their own pattern on a confined scale, using shapes and lines, as inspired by their research</p> <p>Be able to create a Roman shield that incorporates their original pattern using paint</p> <p><b>Resources – Cardboard, paint</b></p> | <p>Know and recognise famous buildings in UK (Shard, Gherkin, Houses of Parliament)</p> <p>Know and recognise famous buildings in Madagascar (Ambohitsorohitra Palace, Andafiavaratra Palace, Ambohimanga Hill, Le Palais de Justice d’Ambatondrandrana)</p> <p>Be able to compare and contrast architecture from different places around the world and different time periods</p> <p>Be able to sketch designs for their own building</p> <p>Be able to discuss and evaluate their own and others’ artwork</p> <p>Be able to engage in experimental colour mixing to create my desired shade, recording the ‘recipe’ if necessary</p> <p>Be able to experiment with changing the texture of the paint that I want to use</p> <p>Understand that colours link closely to emotions</p> <p>Be able to choose a particular colour to convey the emotion that I want my audience to experience</p> <p>Be able to experiment with how I can show differences of light and darkness in my art</p> <p><b>Resources- Invite an architect in to talk about their work (parent? Ian West?)</b></p> <p><b>Sally West drawing lesson, light, and shade</b></p> <p><b>Trip: Central London</b></p> <p><b>Pastel crayons</b></p> |
|  | <p><b>KS2 Art National Curriculum</b></p> <ul style="list-style-type: none"> <li>• To be able to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• To be able to improve their proficiency in art and design techniques, including drawing, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• To know about renowned artists, architects, and designers in history.</li> </ul>   |  |  |
| <p><b>Year 6</b><br/><b>1<sup>st</sup> half term</b></p> | <p><b><u>Time Tunnel</u></b></p> <p><b><u>Photography focus</u></b></p> <p>Artists: Cindy Sherman, Steve McQueen</p>  | <p><b><u>The Holiday Show/ Out of Africa</u></b></p> <p><b><u>Host Country: Benin</u></b></p> <p><b><u>Pattern focus</u></b></p> <p>Artists: West African patterns</p>   | <p><b><u>Climate Control</u></b></p> <p><b><u>Host Country: Haiti</u></b></p> <p><b><u>Paint and colour focus</u></b></p>  |



|   |   |   |
|---|---|---|
| <p>Media: camera, photo, props<br/> <i>Vocabulary: photo, camera, symbolism, infer, represent, edit, saturation, contrast, aperture, shutter speed, filter</i><br/> <b>Exploration of photography as art</b></p> <p><b>Big Picture- Create a photographic portrait / self portrait</b></p> <p>Know about Cindy Sherman and/or Steve McQueen and their photography<br/>         Be able to discuss what they can see in a photograph and what they know about the subject<br/>         Be able to plan own photograph and what they would like to express through it<br/>         Be able to stage and take own photograph<br/>         Be able to edit photograph using technology</p> <p><b>Resources – iPads,</b></p> | <p>Media: computer, fabric, print, batik<br/> <i>Vocabulary: pattern, line, shape, repeat, symmetry, textiles, representative, symbolic, plan, sketch</i></p> <p><b>Big Picture-</b><br/> <b>1) Create repeating pattern inspired by African Art</b><br/> <b>2) Create batik pattern on fabric</b></p> <ul style="list-style-type: none"> <li>• Create own abstract pattern to reflect personal experience and expression</li> <li>• Create pattern for a purpose</li> <li>• Discuss own and artists work, drawing comparisons and reflecting on their own creations.</li> <li>• Batik on fabric</li> <li>• Discuss and evaluate own work and that of others</li> <li>• Develop experience in embellishing</li> </ul> <p>Know about traditional fabrics of West Africa and what they were used to convey – status, job, etc.<br/>         Be able to create a mood board of the patterns they like and make some preliminary sketches<br/>         Be able to plan their repeating pattern on purple mash<br/>         Be able to recreate this accurately on paper</p> <p><b>Resources – Magazines, fashion and regular for mood boards.</b><br/>         iPads (Purple Mash)<br/>         White voile fabric for dyeing. Wax resist sticks (Amazon have them and white wax crayons also do the job) fabric dye.</p> | <p>Artists: C215, Jerry Rosembert Moise; Serge Toussaint, Banksy, Guerilla Girls<br/>         Media: Paint, backing paper, stencils<br/> <i>Vocabulary: street art, graffiti, compare, contrast, symbolic, depiction, message, represent, legacy</i></p> <p><b>Big Picture - Create Street Art inspired by school life</b></p> <ul style="list-style-type: none"> <li>• Work collaboratively on a large scale</li> <li>• Explore the use of texture in colour e.g., with sawdust, glue, shavings, sand and on different surfaces</li> <li>• Makes imaginative use of the knowledge they have acquired of tools, techniques, and materials to express own ideas and feelings.</li> <li>• Create stencils to explore Graffiti Art techniques</li> </ul> <p>Be able to discuss what they know about street art already – where they see it, what it looks like, what they think they use<br/>         Know the difference between street art and graffiti<br/>         Understand the history of Street Art from the Roman times to now.<br/>         Be able to research street art in Haiti and discuss what it portrays, what it achieves and how<br/>         Be able to plan and create their own street art design to colourfully depict an aspect of their life at THS</p> <p><b>Resources -</b><br/>         Thin card for creating stencils.<br/>         Child friendly graffiti spray<br/> <a href="https://graffitistars.ecwid.com/Kids-Graffiti-Spray-Paint-Eco-Kit-p156417299">https://graffitistars.ecwid.com/Kids-Graffiti-Spray-Paint-Eco-Kit-p156417299</a><br/>         Brick wallpaper to spray on - Amazon or Wilko</p> |
|---|---|---|

|                                 |   |  |  |
|---------------------------------|---|--|--|
| <p>2<sup>nd</sup> half term</p> | <p><b>World War 2</b></p> <p><b>Colour focus</b><br/>         Artists: J Howard Miller, Abram Games<br/>         Media: paint,<br/> <i>Vocabulary: past, present, compare, contrast, landmark, observe, sketch, mixture, experiment, texture, <b>outline, positive/negative space, line, typography</b></i></p> <p><b>Big Picture -Research and create war propaganda posters</b></p> <ul style="list-style-type: none"> <li>• Consider colour for purposes</li> <li>• Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed.</li> <li>• Consider artists use of colour and application of it</li> </ul> <p>Know about posters as an art form<br/>         Know about artwork created during WW2<br/>         Be able to describe how posters impacted the war effort<br/>         Be able to compare posters<br/>         Understand why typography is important in Poster art.<br/>         Understand the socio-political background influencing poster design<br/>         Understand the impact of a propaganda poster on the Populus</p> <p><b>Resources</b><br/> <a href="https://cdn.nationalarchives.gov.uk/documents/education/propaganda.pdf">https://cdn.nationalarchives.gov.uk/documents/education/propaganda.pdf</a><br/>         Amazon has a poster pack for display.</p> | <p><b>Link to English - The Hobbit</b></p> <p><b>Drawing focus</b><br/>         Artists: JRR Tolkien<br/>         Media: pencil, charcoal, ink<br/> <i>Vocabulary: sketch, <b>portfolio</b>, imagine, infer, explorer-artist, <b>observe, proportion, size, shape, line, shading, position, fantasy</b></i></p> <p><b>Big Picture-</b></p> <p><b>1) Create sketches of plants, animals and landscapes</b></p> <p><b>2) Use ink to create monochromatic scenes from The Hobbit</b></p> <ul style="list-style-type: none"> <li>• Develop the concept of perspective</li> <li>• Show the effect of light on objects and people from different directions</li> <li>• Produce increasingly accurate drawings of people</li> <li>• Independently select materials and techniques to use to create a specific outcome</li> </ul> <p>Be able to refer back to previous learning about art created through exploration and expedition<br/>         Be able to develop drawing skills<br/>         Be able to create a portfolio of sketches of animals, plants and landscapes in Middle Earth, following their particular interest as inspired by the novel</p> <p><b>Resources-</b> Book a drawing session with Sally.<br/>         Ink Charcoal Drawing pens,<br/>         H / HB pencils</p> | <p><b>Link to PSHE</b></p> <p><b>Drawing focus</b><br/>         Artists: Picasso, Kahlo, Lynette Yiadom-Boakye<br/>         Media: Oil pastels, paint, collage<br/> <i>Vocabulary: <b>self-portrait, symbolism, Abstract art, Surrealism, Realism, Expressionism, emotion, evoke</b></i></p> <p><b>Big Picture- Create expressive self-portrait</b></p> <ul style="list-style-type: none"> <li>• Use a variety of techniques to interpret the texture of a surface e.g. mark making, different textured paint</li> <li>• Independently select materials and techniques to use to create a specific outcome</li> <li>• Observe colours on hands and faces - mix flesh colours</li> <li>• Control hue, tint, tone, shade and mood</li> <li>• Use colour to express feelings</li> <li>• Apply knowledge of different techniques to express feelings</li> </ul> <p>Know about self-portraits and how artists express themselves through them<br/>         Be able to experiment with different ways of creating self portraits<br/>         Be able to choose media to create a self-portrait to express how they feel about moving to secondary school<br/>         Be able to discuss and evaluate their own and their peer's artwork</p> <p><b>Resources-</b> Magazines for collage, oil pastel crayons, textured paper (for pastel work)</p> |
|---------------------------------|---|--|--|