

## Art and Design Planning and Progression of Skills



### Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>What's going on?</b>	<b>Dinosaurs</b>	<b>Animals around the World</b>	<b>Can you Dig it?</b>	<b>Art Attack</b>	<b>On Holiday with Barnaby Bear</b>
	<b>Painting, Colour and Sculpture</b>	<b>Mark Making</b>	<b>Printing, Textiles and Drawing</b>	<b>Painting, Printing and Technology</b>	<b>Painting and Exploring Famous Artists</b>	<b>Collage</b>
<b>Art and Design</b>	<p><u>Previous Learning:</u></p> <ul style="list-style-type: none"> <li>☛ In Early Years, pupils have learnt to hold and control various paint brushes.</li> <li>☛ They have mixed and blended colours and experienced block printing.</li> </ul> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> <li>☛ Pupils will experiment with different brush sizes and colours to create their images – The Dot by Peter H. Reynolds.</li> <li>☛ Pupils will generate ideas of what their dot will be.</li> <li>☛ Pupils will identify what they might change in their current work or develop in the future – linked to our book 'The Dot' by Peter H. Reynolds. They will then use this learning to create a new piece.</li> <li>☛ Pupils will manipulate malleable materials in a variety of different ways – making their own playdough sweet (Sculpture).</li> <li>☛ Pupils will use tools in appropriate and safe</li> </ul>	<p><u>Previous Learning:</u></p> <ul style="list-style-type: none"> <li>☛ The pupils have previously used felt tips to draw and colour with.</li> <li>☛ They have also used chalks, on small and large scales.</li> </ul> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>☛ Pupils will learn to control use of line to create simple forms from observations and known objects/ given images as starting points</li> <li>☛ Drawing shows some detail inside of line including shading and tone.</li> <li>☛ Pupils will use a range of drawing media such as, thick felt tip pens and pencil crayons.</li> <li>☛ Pupils will learn to control colour within the line on a smaller/ larger scale.</li> <li>☛ Pupils will use chalks to make marks and use different levels of pressure to create different effects.</li> <li>☛ Pupils will use their imagination to form simple images from a</li> </ul>	<p><u>Previous Learning</u></p> <ul style="list-style-type: none"> <li>☛ Pupils have used a variety of materials before to create an image and they have made basic images using fingerprints.</li> </ul> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>☛ Pupils will learn to thread a needle and use this to sew using a running stitch to secure a fabric material to hessian.</li> <li>☛ Pupils will select the most suitable and effective materials from a selection, to create a flower.</li> <li>☛ Pupils will record and translate an image from an observational drawing.</li> <li>☛ Pupils will use a variety of tools including pastels, and felt tips to explore different thickness, shades, lines and effects.</li> <li>☛ Pupils will print images, using corks to create a painted image of a flower with different patterns.</li> </ul> <p>Final Piece</p>	<p><u>Previous Learning</u></p> <ul style="list-style-type: none"> <li>☛ Pupils have printed using pre-made stencils and they have used iPads to create basic images.</li> </ul> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>☛ Pupils will use materials and create a stencil to use to print an animal footprint with paints.</li> <li>☛ Pupils will paint animal footprints using the iPad, using different sized brushes and lines, exploring different experiences of creating art.</li> <li>☛ Pupils will use charcoal to recreate different animal prints and explore thickness and tone to create realistic images.</li> </ul> <p><u>Final Piece</u></p> <p>Each pupil will create four images of different animal skins/prints, each image using a different art technique.</p>	<p><u>Previous Learning</u></p> <ul style="list-style-type: none"> <li>☛ Children have recreated Van Gogh's sunflower picture using watercolours in Art Week.</li> </ul> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>☛ Pupils will explore Van Gogh's 'The Starry Night' image and discuss the artist and what the painting shows. They will explore how and when the painting was made.</li> <li>☛ Pupils will recreate 'The Starry Night' using paints and their fingers. They will then compare their art to Van Gogh's and suggest ways to improve each other's work, next time.</li> <li>☛ Pupils will explore John Constable's 'The Hay Wain' and recreate a section of this using paints on canvas. Pupils will explore different brush techniques to recreate the images and colour tones.</li> <li>☛ Pupils will compare the similarities and differences between</li> </ul>	<p><u>Previous Learning</u></p> <ul style="list-style-type: none"> <li>☛ The children have used a variety of materials to create collages with different colours, shapes and textures.</li> </ul> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>☛ Pupils will use materials collected from the beach (on a field trip) to collage and recreate a seaside using gathered materials</li> <li>☛ Pupils will recall their experience and recreate the image from memory and photographs.</li> <li>☛ Materials will be sorted and arranged to represent the colours and image of the seaside, through a variety of materials, colours and textures. Pupils will be encouraged to evaluate their work and make changes for their final piece to represent the seaside.</li> <li>☛ Pupils will explore in which way the items can</li> </ul>

	<p>ways to create their sculpture.</p> <ul style="list-style-type: none"> <li>They will explore shading and tones using coloured pencil crayons to draw fruit as part of an observational drawing.</li> </ul> <p><u>Final Piece- Main project</u> Pupils will start with a dot and create their own independent art using watercolours and pencil crayons.</p>	<p>given starting point or description.</p> <ul style="list-style-type: none"> <li>Pupils will explore how to create a 3D sculpture of a dinosaur using clay.</li> <li>As a class, pupils will develop and share ideas of a dinosaur model they would like to create. (Based on the term's topic)</li> <li>Pupils will then build a construction/sculpture using a variety of objects e.g. recycled, natural and manmade materials for the final piece.</li> <li>Pupils will select the most suitable materials and glue to create the life size structure, evaluate their construction and amend their choices to improve their final piece.</li> </ul> <p><u>Final Piece</u> Year group final piece is a 3D sculpture of a dinosaur made from recycled materials, papier-mâché and paint.</p>	<p>Observational drawing of a flower using various techniques: sketching, felt tips and paint using corks. Combined with Design Technology pupils will design and make a felt flower and sew it on to hessian as a gift for someone special.</p>		<p>Constable's and Van Gogh's work.</p> <p><u>Final Piece</u> The pupils will have created their own versions of Van Gogh's 'The Starry Night'</p>	<p>be secured to the collage, using different glues and layouts.</p> <p><u>Final Piece</u> The pupils will have recreated a large (whole class collaboration) picture of the seaside using only natural materials found at the beach.</p>
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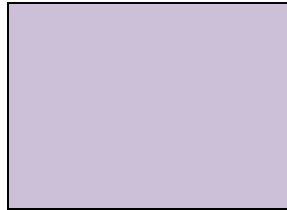
# Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Art and Design</b>	<b>Discovering London</b>		<b>All creatures Great and Small</b>		<b>Exciting Explorers</b>	
	<b>Mark Making</b>		<b>Painting and Colour</b>		<b>Sculpture</b>	
	<p><u>Previous Learning</u></p> <ul style="list-style-type: none"> <li>☛ Pupils learnt to control pressure when using drawing implements to create lighter and darker tones and marks, such as sketching.</li> <li>☛ Pupils recognized that drawing shows some detail inside of line.</li> <li>☛ Pupils used of thick felt tip pens and chalks to make marks in various shapes.</li> <li>☛ Pupils shaded with coloured pencils.</li> <li>☛ Pupils explored using their imagination to create marks and patterns on their papier mâché dinosaurs.</li> </ul> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>☛ Pupils explore various methods of mark making, swirls, lines and different patterns to create marks to show the Great Fire of London.</li> <li>☛ Pupils will develop applying their pressure when creating lighter or darker tones and marks to show the fire.</li> <li>☛ Pupils to use pencils, hard and soft crayons, felt-tips, charcoal and chalk to explore the previous methods.</li> <li>☛ Pupils will develop their colour mixing and blending skills when painting a landscape of London landmarks.</li> <li>☛ They will develop their drawing of lines in thickness, direction and shaping.</li> <li>☛ Pupils will develop their pattern drawing skills for details on the buildings.</li> <li>☛ They will learn how to space out their drawings in order to show a good understanding of building a picture as a complete piece.</li> <li>☛ Pupils will understand how to reflect on their work and to decide how they could improve it.</li> <li>☛ Pupils will experiment with their paint thickness and dabbing to explore different painting textures. They will also have the choice of varying their painting surfaces for different effects such as using textured wallpaper to create different patterns.</li> </ul> <p><u>Final Piece</u> Draw a Great Fire of London landscape using swirls and lines</p>		<p><u>Previous Learning</u></p> <ul style="list-style-type: none"> <li>☛ Pupils experimented with different brush sizes and control marks made with a range of materials when painting their dot based on the story of The Dot by Peter H. Reynolds.</li> <li>☛ Pupils identified painting equipment and paint brushes when using water colour paints.</li> <li>☛ Pupils recorded and explored ideas from first-hand observations of animal footprints and identified how to improve their work to develop it when improving their dot.</li> </ul> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>☛ Pupils will develop their brush control and will use powder paint to add colour to their woodland scene.</li> <li>☛ Pupils will understand how to measure paint and mix the paint needed.</li> <li>☛ Pupils will understand colour mixing of the powder paint to create variations of secondary colours to add a range of colour to their pictures.</li> <li>☛ Pupils learn to paint neatly and carefully, without leaving gaps or messy edges.</li> <li>☛ Pupils will Study the work of Mini Grey and use elements of it to influence their own work. Have opportunities to work from imagination, such as inventing or creating fictitious things and places.</li> <li>☛ Study famous works of Mini Grey learning how and when they were made. They describe the content, feelings &amp; emotions conveyed by the work to a more competent level.</li> <li>☛ Pupils will compare Mini Grey's woodland illustrations with Axel Scheffler's illustrations from Stickman. They will share their understanding of the similarities and differences between the artists' work. Pupils will then link their techniques and use of colour to their own designs.</li> </ul> <p><u>Final Piece</u> Woodland scene re-created from The Last Wolf</p>		<p><u>Previous Learning</u></p> <ul style="list-style-type: none"> <li>☛ Pupils collected collage materials from nature to form a landscape</li> <li>☛ Pupils created a clay model of a sweet when learning about what is going on around them.</li> <li>☛ Pupils used clay carving tools in appropriate and safe ways (sculpture).</li> <li>☛ Pupils designed and structured a 3D dinosaur sculpture from clay.</li> </ul> <p><u>Pupils will learn</u></p> <ul style="list-style-type: none"> <li>☛ Pupils will explore various materials considering the tools of the time and reason for creating collage art.</li> <li>☛ They will explore different mediums to create space sculptures.</li> <li>☛ Pupils will begin with sketching shapes, designing their alien and decide on the key features they will need.</li> <li>☛ They will choose man-made and natural objects to experiment with patterns.</li> <li>☛ Pupils will use various textures to create patterns to create a 3D effect.</li> <li>☛ Through this they will learn to use different techniques to measure and shape their sculptures.</li> </ul> <p><u>Final Piece</u> Clay alien for outer space life with a variety of textures created with a range of tools that will inflict patterns.</p>	



# Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Art and Design</b>	<b>Discovering Dinosaurs</b>		<b>Opposites Attract</b>		<b>Bella Italia</b>	
	<b>Pre-historical Art Painting and Drawing</b>		<b>Shadow Art Painting</b>		<b>Roman Art Sculpture and Printing</b>	
	<p><u>Previous Learning:</u></p> <ul style="list-style-type: none"> <li>☛ Pupils have developed their brush control and learned to use different types of paint and painting surfaces.</li> <li>☛ Pupils will have learnt to measure and mix the paint to create a variety of colours and textures.</li> <li>☛ They will also have learnt to use different techniques such as spattering, stippling, dripping, and pouring to paint expressively.</li> </ul> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>☛ Pupils will explore watercolour techniques and use water colours to create a prehistoric landscape.</li> <li>☛ They will develop drawing skills to create a dinosaur to cut out and place in their landscape. This includes developing precision and control when painting detail, lines and edges of shapes.</li> <li>☛ Pupils will explore various historic cave arts in Art and music, considering the tools of the time and reason for creating art.</li> <li>☛ Pupils will identify different painting tools and the different purposes they have. Compare with ancient art tools.</li> <li>☛ Pupils will explore different mediums to create cave art including unorthodox materials and techniques such as sticks, stones and feathers.</li> <li>☛ They will begin with sketching shapes and prehistoric images.</li> <li>☛ Pupils will use chalk/pastel to create images on paper attached under tables for cave effect.</li> <li>☛ Pupils will use sticks and earth tone paints to create images in sketch book, consider textures and effects. This includes mixing secondary and tertiary colours to paint with and use colours, textures, lines and shapes imaginatively and appropriately to express ideas.</li> <li>☛ They will talk about complimentary colours, colours as tone and recognizing warm and cold colours.</li> <li>☛ Pupils will evaluate the various mediums and choose which on to use in the final class piece. Children will make a large cave art in the outdoor area.</li> </ul> <p><u>Final Piece</u> Watercolour Prehistoric landscape Cave art created from a widdled stick.</p>		<p><u>Previous Learning:</u></p> <ul style="list-style-type: none"> <li>☛ Pupils developed shading techniques, such as cross-hatching, tonal range, blending and stippling.</li> <li>☛ They will have used a range of natural materials to build a collage to form a natural landscape.</li> <li>☛ Pupils learned to use and control pencils of different densities, crayons, felt-tips, charcoal, chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds and feathers to create expressive drawings.</li> </ul> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>☛ Pupils will experiment with a range of media to create shadows and reflect on their creations to develop their ideas.</li> <li>☛ They will explore various shading techniques to create shadows. This includes using a range of drawing media such as graphite sticks, charcoal, crayons, coloured pencils, felt-tip pens, biro, drawing ink and pastels.</li> <li>☛ Pupils will use a sketchbook to plan, explore and develop a range of silhouette techniques with paints. Sketchbooks are an area where ideas and techniques are explored and they will make records of the worlds around them, their ideas, thoughts, feelings and discoveries.</li> <li>☛ They will use three dimensional objects to observe how shadows form depending on where light falls in nature and in the world around them. This will be developed by exploring dark and light tones.</li> <li>☛ Pupils will reflect on this shadow research and use it to develop the silhouette paintings including choosing tools to use best for the task and reflecting on previous research to inform new ideas.</li> <li>☛ They will evaluate what they need to improve within their work as well as offering advice, confidence and praise to peers.</li> <li>☛ Explore the work of Shigeo Fukuda and Julie Dumbarton to compare their different methods of</li> </ul>		<p><u>Previous Learning:</u></p> <ul style="list-style-type: none"> <li>☛ Pupils created space inspired alien clay sculptures where they developed their skills when using a variety of sculpting tools as well as natural and manmade objects to inflict varying patterns.</li> <li>☛ They developed their ability to mould clay into their chosen shape and evolve their designs through reflection.</li> <li>☛ They will have recorded their thoughts and ideas in their sketchbooks as they progressed through using clay as a modelling tool.</li> </ul> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>☛ Pupils will explore the art of the renaissance painters Raphael and Michelangelo and what they did for modern day artworks and look at their similarities and differences.</li> <li>☛ They will investigate how the artists produced their work and what the background is for each piece of artwork.</li> <li>☛ Pupils will make copies of small areas of the artists' work to study their techniques, colour, tone, textures and patterns used.</li> <li>☛ Pupils will research the different famous architectures of Rome and how they are decorated.</li> <li>☛ They will evaluate, design and replicate the 3-dimensional significant buildings using card, wire, clay and modelling materials.</li> <li>☛ Pupils will reflect on the myth of Romulus and Remus and how Romans incorporated it in their artwork.</li> <li>☛ They will create prints onto fabric of Romulus and Remus with block printing and relief printing and then comparing the two techniques.</li> <li>☛ Pupils will explore and develop ideas for different Italian mosaic patterns including Roman numerals.</li> <li>☛ Pupils will use motif printing blocks to create and print complex patterns with mathematical and visual precision.</li> <li>☛ They will evaluate different fabrics used to sew with as well as different crafting techniques such as embroidery, felt and weaving within Italian tapestry.</li> </ul> <p><u>Final Piece</u> Digital mosaic Italian patterned tapestry</p>	



using light or the absence of light within their creations. Link to their own thoughts and ideas.

Final Piece  
Silhouette of an Iron Age Landscape including roundhouses and the Iron Man.





# Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>The Americas</b>		<b>Invaders and Settlers</b>		<b>George's Marvellous Medicine</b>	<b>The Awesome Egyptians</b>
	<b>Drawing and Sculpture</b>	<b>Digital Art</b>	<b>Sculpture</b>		<b>Drawing</b>	<b>Printing, Painting and Collage</b>
<b>Art and Design</b>	<p><u>Previous Learning</u></p> <ul style="list-style-type: none"> <li>Pupils sketched and designed structural drawings based on Roman architecture. They used mathematical measurements to sketch and then shaded their designs to create toned drawings.</li> <li>Pupils then used their sketches and evaluations of different materials to re-create their chosen building.</li> </ul> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>Pupils will analyse Native American totem poles and learn about the significance of certain animals, which influenced the art choices of the Native American culture.</li> <li>Pupils will use their sketchbooks to collect and record information about the Native Americans, their lifestyles and spiritual beliefs. They will reflect on their use of colour, bold patterns and the scale of artwork that was created within the culture.</li> <li>Pupils will evaluate their choice of animals and how it would reflect within the Native American society.</li> </ul>	<p><u>Previous Learning</u></p> <ul style="list-style-type: none"> <li>Pupils used Paint 3D to design their own character for story writing.</li> <li>Pupils began their understanding of digital painting tools.</li> <li>Pupils created a digital mosaic.</li> </ul> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>Pupils will consider the features of the rainforest, including the different shades of colour found on different levels of a rainforest. This will include the ground level, eye level and above eye level. This will support their understanding of perspective.</li> <li>Pupils will design a rainforest scene in their sketchbooks whilst looking at patterns, colours, shapes and forms found in photographic images of a rainforest.</li> <li>Pupils will explore and evaluate the different digital brush tools on Paint 3D to see which is best for their design.</li> </ul>	<p><u>Previous Learning</u></p> <ul style="list-style-type: none"> <li>Pupils used natural materials to create a prehistoric den within a natural environment to provide realistic replications of Stone Age life. They used natural structural materials such as tree branches to design and build a Stone Age dwelling.</li> <li>Pupils created replicas of Roman buildings using wire, card, clay and other modelling materials.</li> </ul> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>Pupils will study the shapes and designs of Viking shields and why they were designed in this way. They will reflect on the stability, effectiveness and aesthetic features of the Viking shields.</li> <li>Pupils will design their shield whilst considering if the shield follows authentic Viking designs which they will adjust if needed.</li> <li>They will build their shields to a scale that fits the pupil's size.</li> <li>Pupils will use their sketchbooks to collect and record information from different sources from independent research of Nordic patterns. They will describe, draw and reflect on the patterns to calculate a chosen design which they will then compare the similarities and differences between their own work with historically accurate Viking Shields.</li> <li>Pupils will blend and mix colours to create the bold paints that the Vikings would have used. They will explore the different symbols that adorn each shield and reflect on how it could have impacted the life of a warrior.</li> </ul> <p><u>Final Piece</u></p> <p>Pupils will produce a three-dimensional Viking Warrior shield, including authentic Nordic decoration.</p>		<p><u>Previous Learning</u></p> <ul style="list-style-type: none"> <li>Pupils enhanced their drawing skills through exploring different mediums to create Cave Drawings. These included charcoal, graphite pencils and chalks.</li> <li>Pupils observed the historical accuracies of cave drawings which illustrated movements of a variety of creatures and handprints.</li> </ul> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> <li>Pupils will design their own Marvellous Medicine bottle.</li> <li>Pupils will sketch with their chosen mediums which could include graphite pencils, charcoal, coloured pencils, paints or chalks.</li> <li>Pupils will have an independent choice of bottle shape and design to explore their own creativity.</li> <li>Pupils will develop their line work by exploring thickness, textures and patterns.</li> <li>They will design and make their bottle and test if it fits the purpose as well as how it aesthetically appears.</li> <li>Pupils will explore the artwork of Quentin Blake, particularly his illustrations where they will compare his work with Murano glass bottles made in Venice to evaluate if they are similar</li> </ul>	<p><u>Previous Learning</u></p> <ul style="list-style-type: none"> <li>Pupils printed using motif printing blocks to create Roman patterns with mathematical precision.</li> <li>Pupils continued to explore using the sketchbooks to record media explorations and experimentations as well as trying out ideas when experimenting with different fabrics to print on.</li> <li>They planned out colours and reflected on their choices.</li> </ul> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>Pupils will learn about the Ancient Egyptian way of life, including famous Egyptian Pharaohs. They will study the Ancient Egyptian burial rituals and preservation of the dead. The Ancient Death masks will then be explored for pattern, colour, design and the significance of those features for a buried Egyptian Pharaoh.</li> <li>Pupils will analyse how authentic their mask design is and make necessary changes to link to historical features.</li> <li>Pupils will use their sketchbook to collect and record information from their independent research of the detail put in to creating such a mask.</li> <li>Pupils will then use collagraph printing which</li> </ul>

	<ul style="list-style-type: none"> <li>They will adapt their designs as and when necessary and explain why.</li> <li>Pupils will use natural materials and recyclable materials to replicate historically accessible resources.</li> <li>Pupils will use clay carving tools to elaborate their Totem Pole design and its key features.</li> </ul> <p><u>Final Piece</u> Pupils will replicate a three-dimensional sculpture of their Native American totem pole design and evaluate why they have selected certain animals.</p>	<p><u>Final Piece</u> Pupils will create a three-dimensional rainforest scene using Paint 3D.</p>		<p>with the use shape, form and colour.</p> <p><u>Final Piece</u> Pupils will create a Marvellous Medicine Bottle illustration and product</p>	<p>allows them to print through layers using a variety of materials to create their own death mask.</p> <ul style="list-style-type: none"> <li>Pupils will paint on different surfaces for effect and vary the thickness of paint and types of paint that they use. This experimentation will be recorded in their sketchbooks.</li> <li>Explore the different tools used to paint with and reflect on what has the best effect to develop their ideas further.</li> </ul> <p><u>Final Piece</u> Pupils will design and then create an Ancient Egyptian Death Mask.</p>
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# Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2				
	<b>To infinity and beyond...</b>		<b>The Maya Civilisation</b>	<b>The Terrible Tudors</b>	<b>Mother Nature: Out of Control?</b>	<b>On the move! (Transportation)</b>				
	<b>Painting and Drawing</b>		<b>Drawing, Painting, Sculpture and Etching Designs</b>	<b>Painting</b>	<b>Digital Art</b>	<b>Printing Etching and Engraving</b>				
<b>Art and Design</b>	<p><u>Previous Learning</u></p> <ul style="list-style-type: none"> <li>Pupils worked on controlling their marking and textures (showing an understanding of complimentary colours) and began to develop their sketching for effect, texture and shading (including drawing for a sustained periods of time) and collecting source material for future work.</li> <li>Pupils explored the art of Franz Marc and his use of bold colours within Art Week.</li> </ul> <p><u>What we will learn</u></p> <p>Painted planet:</p> <ul style="list-style-type: none"> <li>Pupils will mix and blend colours to create a dramatic atmosphere whilst observing where light sources should fall on their planet.</li> <li>They will use sketchbooks to plan, annotate and reflect on their planet designs.</li> <li>Pupils will learn to paint in different shades to create depth with a three-dimensional effect.</li> <li>Pupils will research key features of a planet and reflect on the planet artwork of Ludek Pesek – a key artist commissioned to create artwork revolving around the planets.</li> </ul> <p>Oil Pastel Space Shuttle:</p> <ul style="list-style-type: none"> <li>Pupils will confidently control the types of marks made with oil pastels to define shape and experiment with different colour combinations, looking at harmonious and conflicting colours.</li> <li>Pupils will blend colours of varying shades to create toned features of their space shuttle.</li> <li>They will use their sketchbooks to experiment with colour blending and colour comparisons to create a decision for their final piece.</li> <li>Pupils will explore using different pressures with the oil pastels to research the varying effects that they can create.</li> </ul>		<p><u>Previous Learning</u></p> <ul style="list-style-type: none"> <li>Pupils have used a variety of sketching techniques to explore the Egyptian Death Masks and Native American Totem Poles.</li> <li>Pupils designed and made Viking Long Boats, where they explored a variety of materials to paint on.</li> <li>They used trial and error to establish a design of a Marvellous Medicine bottle through the using intricate line details.</li> </ul> <p><u>What we will learn</u></p> <p>Mayan Headdresses</p> <ul style="list-style-type: none"> <li>Pupils will use sketch books to record and develop ideas and inspiration from researching Mayan headdresses.</li> <li>Pupils will continue to develop their mastery of drawing techniques including texture and depth. They will learn how to measure and compose a drawing that is correctly proportioned.</li> <li>Pupils will combine and use a variety of techniques and mediums to express the design of a Mayan headdress. This will include feather painting and using</li> </ul>		<p><u>Previous Learning</u></p> <ul style="list-style-type: none"> <li>Pupils have built on their shading techniques through Totem Pole design with a focus on shading shapes.</li> <li>Pupils have developed their skills on developing their understanding of how to vary paint thickness, explore different surfaces</li> </ul> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>Pupils will use sketch books to record and develop ideas and inspiration from researching Giuseppe Arcimboldo.</li> <li>Pupils will continue to develop their mastery of drawing techniques including texture and depth.</li> <li>Pupils will learn about the life and works of Giuseppe Arcimboldo.</li> <li>Work in a sustained and independent way to create a detailed drawing</li> <li>Use drawing techniques to work from a variety of sources including observation.</li> <li>Pupils will observe first-hand still life fruit displays where they will draw and shade using graphite pencils to</li> </ul>		<p><u>Previous Learning</u></p> <ul style="list-style-type: none"> <li>Pupils developed their use of digital art through using Paint 3D to design a layered rainforest.</li> <li>They experienced varying their size of the digital brushes and digital inks.</li> </ul> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>Pupils will record, collect and store visual information using digital cameras.</li> <li>Pupils will present visual recorded images using software (Paint 3D).</li> <li>Pupils will be able to import an image to the relevant software.</li> <li>They will produce photographs of geographic features in the local environment.</li> <li>Pupils will produce close-up nature photographs using the macro tool.</li> <li>Pupils will look into how to compose a photograph using the rule of thirds.</li> </ul> <p><u>Final Piece</u></p> <p>Photographic images of geographical features and close-ups of local nature.</p>		<p><u>Previous Learning</u></p> <ul style="list-style-type: none"> <li>Pupils used collagraph printing to build layers upon a variety of surfaces to create an Egyptian Death Mask.</li> </ul> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>Pupils will use sketch books to record and develop ideas with inspiration from the local area's landmarks.</li> <li>Pupils will compare local landmarks to vintage travel posters where they will explore the key features to compose their own design.</li> <li>Pupils will plan and create printing aluminium templates that fit the shapes of significant buildings and key transportation for the local area such as trains and buses.</li> <li>Pupils will compare the foil printing technique with carving foam templates to print with.</li> <li>Pupils will learn how to use tools in a safe way - printing rollers, craft knives and metal rulers on foam cutting mats.</li> </ul>	




	<p><u>Final Pieces</u></p> <p>A painted planet in space design using watercolour, based on sketches and plans. An oil pastel space shuttle drawing.</p>	<p>cutting techniques to gain a feathered effect.</p> <ul style="list-style-type: none"> <li>Use a range of media to create collages through layering to create a chosen effect.</li> </ul> <p><u>Final Piece</u></p> <p>A mixed-media Mayan headdress in the Maya style, based on research and initial "concept" sketches. This will be mostly sketch work, with some additional uses of material. Pupils will then make a collaborative sculptural piece of a Mayan headdress.</p>	<p>capture the light source reflections.</p> <ul style="list-style-type: none"> <li>Pupils will then progress onto using shades of paint to capture the light source reflections from the different angles of the still life fruit displays.</li> </ul> <p><u>Final Piece</u></p> <p>A painted portrait in the style of Giuseppe Arcimboldo, based on sketches using real fruit as a model.</p>		<p><u>Final Piece</u></p> <p>Printed piece of a local landmark and transportation vehicle, using aluminium foil printing.</p>
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# Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>The World at War</b>		<b>Ancient Greece</b>	<b>We are Scientists</b>	<b>Brilliant Business</b>	<b>Showtime</b>
	<b>Painting and Drawing (Technology)</b>		<b>Sculpting (Technology)</b>		<b>Collage (Technology)</b>	<b>Textiles and Printing (Technology)</b>
<b>Art and Design</b>	<p><u>Painting</u> <u>Previous Learning</u></p> <ul style="list-style-type: none"> <li>Pupils can confidently control the types of marks made and experiment with the different effects and textures.</li> <li>Pupils mixed and matched colours to create atmosphere and light effects.</li> </ul> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>Pupils will begin this topic by recapping and consolidating their painting skills. They should have the skill now to control paint to work in different ways; precise and accurate when needed yet loose and instinctive when required. They will practise this skill by, painting from observation, an enlarged section of Mary Bassett painting based on The Blitz: focusing on the contrast between fine line, precise painting and instinctive, loose painting.</li> <li>To develop those skills further, pupils</li> </ul>	<p><u>Drawing</u> <u>Previous Learning</u></p> <ul style="list-style-type: none"> <li>Pupils will have created detailed drawings including hatching and shading.</li> <li>They will have developed their skill in sketching using simple perspective; using a focal point and horizon – having an awareness of composition, scale and proportion.</li> <li>Pupils will have developed drawing techniques to work from a variety of sources including observations, photographs and digital images.</li> </ul> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>Pupils will begin this topic by exploring the work of Henry Moore: displaying an understanding of how and when to sketch, and when to render a more confident line, using a developing ability to skilfully control the outcomes. Pupils will use small picture frames to “zoom in” on a segment of one of Henry Moore’s WW2 pieces to practise consolidate this skill.</li> </ul>	<p><u>Previous Learning</u></p> <ul style="list-style-type: none"> <li>Experience of combining pinch, slabbing and coiling.</li> <li>Pupils now have an understanding of different ways to finish clay work such as glazing, painting and polishing.</li> <li>Pupils used recycled, natural and manmade materials to create sculptures.</li> </ul> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>Pupils will learn about how Parthenon marbles were made and will design their own Parthenon marble that they will later create using newspaper, mod roc and clay to sculpt a 3D story scene/tapestry whilst focussing on pinching, slabbing and coiling.</li> <li>Pupils will continue in the design process by carving mythical creatures out of clay which they will incorporate into their design.</li> <li>Pupils will then create and make their more complex 3D Parthenon Marble design in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard.</li> <li>We will develop our technological skills, using complex digital art on computers: drawing &amp; painting programmes, vector drawing &amp; photo manipulation for example. We will incorporate experimentation with design</li> </ul> <p><u>Final piece:</u> Parthenon Marble</p>		<p><u>Previous Learning</u></p> <ul style="list-style-type: none"> <li>Pupils used media to create collages.</li> <li>They added collage to a painted, printed or drawn background.</li> <li>Pupils used different techniques, colours and textures to design and make a piece of work.</li> </ul> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>Pupils will create a collage that represents their business idea.</li> <li>To add depth to their work, pupils will add their collage to a painted backdrop that is in keeping with their business plan. This is an opportunity to revisit the painting skills learnt and taught in Autumn 1.</li> <li>Pupils will use a variety of materials to represent their work.</li> <li>Pupils will research the craftswoman Karla Schuster for inspiration and skill observations. They will then adapt her use of materials to develop their own skills when planning and experimenting for their final collage.</li> </ul> <p><u>Final piece:</u></p>	<p><u>Previous Learning</u></p> <ul style="list-style-type: none"> <li>Pupils experienced of 3D weaving.</li> <li>Pupils produced a two-colour tie die on fabric.</li> <li>They used a variety of techniques to create different textural effects.</li> </ul> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> <li>The pupils will explore different stitch types e.g. cross-stitch and will practise the application of these stitches.</li> <li>Using a Venn diagram, the pupils will explore the differences between positive and negative shapes and will sketch examples of each. They will plan how to incorporate these into their final pieces.</li> <li>The pupils will then explore a variety of different materials they can use in weaving in order to eventually create a part of a costume for the Year 6 Production.</li> <li>Using technology to aid planning and designing, the pupils will create a blueprint for a final piece on Paint 3D with labels and explanations.</li> </ul> <p><u>Final Piece</u></p>

	<p>will again focus on their enlarged section of Mary Bassett's painting to practise embedding their confident ability to create 3D form, depth and distance using colour and tone.</p> <ul style="list-style-type: none"> <li>• The pupils will continue to paint from observation, describing different surfaces and textures forms using tone, line, texture and colour to express mood and feeling, based on Mary Bassett's Blitz paintings.</li> <li>• Pupils will be then be tasked with creating their own interpretation of Mary Bassett's piece and will mix secondary and tertiary colours with control, care and sensitivity to show feeling and ideas.</li> <li>• The pupils will then add detail to their painting, demonstrating control and manipulation of paint to make things appear light and dark, near or far. Using techniques, colours, tones and effects in an appropriate way to represent things observed in the painting e.g. brushstrokes following the direction of the grass, stippling to paint sand,</li> </ul>	<p>Resulting in a small section of his work being replicated using one-point perspective.</p> <ul style="list-style-type: none"> <li>• Pupils will again use a frame to zoom in on a certain area of one of Moore's WW2 sketches and will sketch multiple versions of the same frame with the light source in various locations. The pupils will adapt and change their shading and sketching to depict the location of the light source whilst reflecting on their work.</li> <li>• Pupils continue to consolidate their sketching skills in their sketchbooks and begin to draw with increasing confidence in their own personal style, inspired by the work of Moore's WW2 artwork.</li> <li>• The learning will progress to enable the pupils to begin the creation of a full-size replica of a piece of Henry Moore's WW2 sketches.</li> <li>• Pupils continue to create their Henry Moore replica and consolidate their sketching work whilst incorporating a range of media with increasing confidence (pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape for example) to enhance their sketch</li> </ul>		<p>A backed collage that represents their business venture.</p>	<p>Design and create a piece of costume/prop for our show using weaving, printing and stitching.</p>
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	<p>watercolour bleeds to show clouds.</p> <p><u>Final piece:</u> An interpretation of Mary Bassett's Blitz paintings.</p>	<p>• Pupils are then given the opportunity to express their art using technology e.g. Paint3D, Minecraft Education.</p> <p><u>Final piece:</u> An interpretation of Henry Moore's war time sketches.</p>			
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