
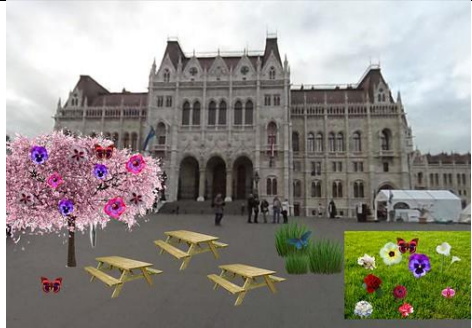




Year 1 Art Curriculum to meet Topics planned for 2020-2021



<p>Cauliflower card design</p>	<p>Painting techniques</p> <ul style="list-style-type: none"> • Use a variety of tools and techniques including different brush sizes and types. Mix and match colours. Experiment with tools and techniques e.g. layering, mixing media, scrapping through. • Name different types of paint and their properties • Mix primary shades and tones. <p>*Transition work – create a self portrait- Mona Lisa inspired</p> <ul style="list-style-type: none"> • <u>Colour</u> Identify primary colours by name, Mix primary shades and tones. 	<div data-bbox="1093 167 1288 435" data-label="Image"> </div> <div data-bbox="1288 403 1529 435" data-label="Caption"> <p>Scraped angel *</p> </div> <div data-bbox="1541 167 1715 435" data-label="Image"> </div> <div data-bbox="1715 403 1993 435" data-label="Caption"> <p>Leonardo De Vinci</p> </div>
<p>Toys</p>	<p>Drawing</p> <ul style="list-style-type: none"> • Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk • Control the types of marks made with the range of media • Drawing lines and marks, name, match and draw lines/marks from observations, Invent new lines • Draw on different surfaces with a range of media. <u>Shape</u> Observe and draw shapes from observations • <u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. • <u>Texture</u> Investigate textures by describing, naming, rubbing, copying. • <u>Paint</u> Mix and match colours to artefacts and objects. <p>Digital Media</p> <ul style="list-style-type: none"> • Explore ideas using digital sources i.e. internet, CD-ROMs • Record visual information using digital cameras, video recorders <p>Pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities and drawing links to their own work</p> <p><u>Evaluate</u> Review what they and others have done and say what they think and feel about it, recording final piece and comments on Seesaw. E.g. Annotate sketchbook</p>	<p>Challenge: Explore lines to create texture in a picture of your favourite bear in the style of Richard Nicholson.</p> <div data-bbox="1093 647 1267 903" data-label="Image"> </div> <p>Challenge: Explore portraits of children holding or playing with toys using the internet. Discuss how the positioning of the toy tells you something about it. Create a photo with your friends and their toys in the style of the Tudor portraits.</p> <div data-bbox="1093 1094 1854 1358" data-label="Image"> </div>


	<p>Identify what they might change in their current work or develop in their future work.</p>	
<p>STEM Challenge Christmas Wreath</p>	<p>3D FORM ART</p> <ul style="list-style-type: none"> • <u>Form</u> Experiment with constructing and joining recycled, natural and manmade materials. Use simple 2-D shapes to create a 3-D form. Understand the safety and basic care of materials and tools. • <u>Texture</u> Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel <p>Pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities and drawing links to their own work</p> <p><u>Evaluate</u> Review what they and others have done and say what they think and feel about it, recording final piece and comments on Seesaw. E.g. Annotate sketchbook</p> <p>Identify what they might change in their current work or develop in their future work.</p>	 <p>Challenge: in groups create Christmas wreaths out of recycled materials to sell at the Christmas fayre.</p>
<p>Dinosaurs</p>	<p>3 D form Manipulate malleable materials in a variety of ways including rolling and kneading. Explore sculpture with a range of malleable media.</p> <ul style="list-style-type: none"> • Manipulate malleable materials for a purpose, e.g. pot, tile. • Experiment with constructing and joining natural materials. • Understand the safety and basic care of materials and tools. • <u>Texture</u> Make rubbings to collect textures and patterns • <u>Texture</u>. Change the surface of a malleable material e.g. give texture to your dinosaur. <p>Pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities and drawing links to their own work</p> <p><u>Evaluate</u> Review what they and others have done and say what they think and feel about it, recording final piece and comments on Seesaw. E.g. Annotate sketchbook</p> <p>Identify what they might change in their current work or develop in their future work.</p>	<p>Challenge: can you create a clay dinosaur with textured skin in the style of Zhao Chuang?</p> 



<p>Meriden</p>	<p>Digital Media</p> <ul style="list-style-type: none"> • Use a simple graphics package to create images and effects with • <u>Lines</u> by changing the size of brushes in response to ideas • <u>Shapes</u> using eraser, shape and fill tools • <u>Colours and Texture</u> using simple filters to manipulate and create images • Use basic selection and cropping tools <p>Pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities and drawing links to their own work</p> <p>Develop an awareness of Architects</p> <p>Note significant buildings in Meriden</p> <p>Talk about what they like/dislike about them</p> <p><u>Evaluate</u> Review what they and others have done and say what they think and feel about it, recording final piece and comments on Seesaw. E.g. Annotate sketchbook</p> <p>Identify what they might change in their current work or develop in their future work.</p>	  <p>Challenge: Take a picture of a building in Meriden and 'improve' it.</p> 
<p>The enchanted forest</p>	<p>Textiles/collage</p> <ul style="list-style-type: none"> • Match and sort fabrics and threads for colour, texture, length, size and shape. • Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. • Cut and shape fabric using scissors/snips. • Apply shapes with glue or by stitching. • Apply decoration using beads, buttons, feathers etc. Create cords and plaits for decoration. • <u>Texture</u> Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel <p>Pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities and drawing links to their own work</p> <p><u>Evaluate</u> Review what they and others have done and say what they think and feel about it, recording final piece and comments on Seesaw. E.g. Annotate sketchbook</p> <p>Identify what they might change in their current work or develop in their future work.</p>	<p>Challenge: Using the work of Heather Wilson as inspiration create a whole class weaving using different threads, fabric and natural items from the forest to create a forest themed piece.</p> <p>https://courtneysuller.wordpress.com/2015/04/13/artist-research-heather-wilson/</p>



Year 2 Art Curriculum to meet topics planned for 2020 2021

<p>Cauliflower card design</p>	<p>Painting techniques</p> <ul style="list-style-type: none"> Experiment with tools and techniques e.g. layering, mixing media, scrapping through. Name different types of paint and their properties <p>Collage</p> <ul style="list-style-type: none"> <u>Colour</u> Collect, sort, name match colours appropriate for an image of a tree <u>Shape</u> Create and arrange shapes appropriately 	 <p>Exploring ink and tissue paper collage.</p>
<p>Our Capital City</p>	<p>Painting</p> <ul style="list-style-type: none"> Use a variety of tools and techniques including different brush sizes and types Experiment with tools and techniques e.g. layering, mixing media, scrapping through. Name different types of paint and their properties. <u>Colour</u> Identify primary colours by name, Mix primary shades and tones. – all in a sketch book. Create the sky before the print to go on top. <p>Drawing</p> <ul style="list-style-type: none"> <u>Lines and Marks</u> Name, match and draw lines/marks from observations, Invent new lines Draw on different surfaces with a range of media. <u>Shape</u> Observe and draw shapes from observations. <u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. <p>Printing</p> <ul style="list-style-type: none"> Experiment with outlines of famous London landmarks seen on the London trip using sketchbooks to record ideas. 	<p>Challenge: Can you create a print of the London skyline with a sky inspired by Vincent Van Gogh's 'A Starry Night' painting.</p> 

	<ul style="list-style-type: none"> • Create simple printing blocks with press print Design more repetitive patterns • <u>Colour</u> Experiment with overprinting motifs and colour. <p>Pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities and drawing links to their own work</p> <p><u>Evaluation</u> Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. Record final products, thoughts and evaluations on seesaw.</p> <p>Stick sketchbooks into topic books to show art in the topic.</p>	
Super Hero's	<p>Art and DnT unit Textiles/collage.</p> <ul style="list-style-type: none"> • Cut and shape fabric using scissors/snips. • Apply shapes with glue or by stitching. • Apply decoration using beads, buttons, feathers etc. • <u>Colour</u> Apply colour with printing, dipping, fabric crayons. <p>If possible do this project here as it fits so nicely, if needed these objectives can be covered in the summer term instead.</p> <p>Digital media – create a picture of what you would look like as a super hero.</p> <ul style="list-style-type: none"> • Explore ideas using digital sources i.e. internet, CD-ROMs 	<p>Challenge: Can you create a cape that will help your super hero teddy fly?</p>  <p>Challenge: Can you create a picture of what you would look like as a super hero?</p>

	<ul style="list-style-type: none"> Record visual information using digital cameras, video recorders Use a simple graphics package to create images and effects with <u>Lines</u> by changing the size of brushes in response to ideas <u>Shapes</u> using eraser, shape and fill tools <u>Colours and Texture</u> using simple filters to manipulate and create images Use basic selection and cropping tools <p>Pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities and drawing links to their own work Research cape designers for movies</p> <p><u>Evaluation</u> Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. Record final products, thoughts and evaluations on seesaw. Stick sketchbooks into topic books to show art in the topic.</p>	
Pirates of the Caribbean	Drawing <ul style="list-style-type: none"> Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media <u>Lines and Marks</u> Name, match and draw lines/marks from observations, Invent new lines Draw on different surfaces with a range of media. <u>Shape</u> Observe and draw shapes from observations. 	<p>Challenge: Create a sketchbook full of your shell drawing experiments and then make a final observational drawing of your favourite shell in the style of Amiria Gale.</p> 

Home Learning

- Draw shapes in between objects. Invent new shapes.
- Tone Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.
- Texture Investigate textures by describing, naming, rubbing, copying.
- Create textured paint by adding sand (display observational drawings as a large class piece).

3D form

- Manipulate malleable materials in a variety of ways including rolling and kneading. Explore sculpture with a range of malleable media.
- Manipulate malleable materials for a purpose, e.g. pot, tile.
- Understand the safety and basic care of materials and tools.
- Form Experiment with constructing and joining recycled, natural and manmade materials. Use simple 2-D shapes to create a 3-D form. Texture Change the surface of a malleable material e.g. use paper mache to create a sea creature.

Pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities and drawing links to their own work

Evaluation Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. Record final products, thoughts and evaluations on seesaw. Stick sketchbooks into topic books to show art in the topic.



<https://www.amiriagale.com/>

Challenge: Using clay create a single shell tile to add to a class set.



<https://hiveminer.com/Tags/barnacles%2Cpottery>

Homework challenge: Experiment with constructing and joining recycled materials by making a paper mache sea creature for display.

Blue Planet II

Collage

- Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc.
- Arrange and glue materials to different backgrounds. Sort and group materials for different purposes e.g. colour texture
- Fold, crumple, tear and overlap papers.
- Colour Collect, sort, name match colours appropriate for an image. Shape Create and arrange shapes appropriately
- Texture. Create, select and use textured paper for an image.

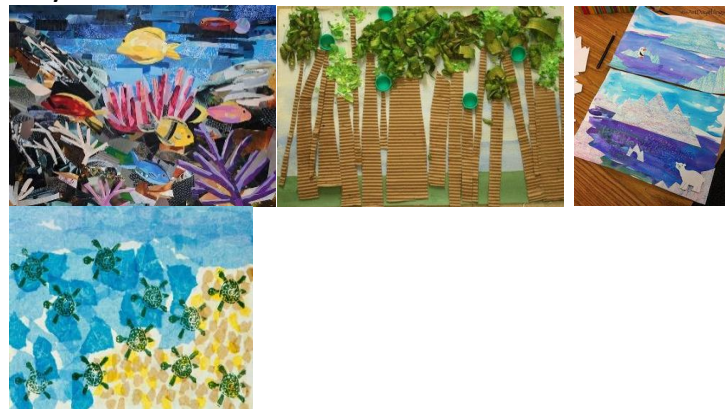
Digital media – create a picture of

- Explore ideas using digital sources i.e. internet, CD-ROMs
- Record visual information using digital cameras, video recorders
- Use a simple graphics package to create images and effects with Lines by changing the size of brushes in response to ideas
- Shapes using eraser, shape and fill tools
- Colours and Texture using simple filters to manipulate and create images
- Use basic selection and cropping tools

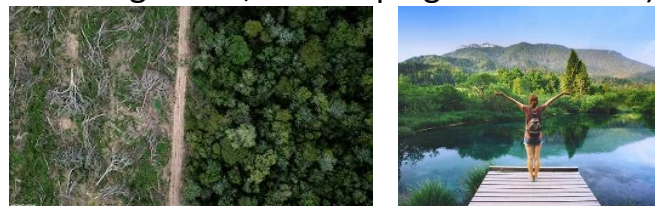
Pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities and drawing links to their own work

Evaluation Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work.

Challenge: Choose a habitat, collect collage materials and assemble them to recreate the habitat in the style of Megan Coyle.







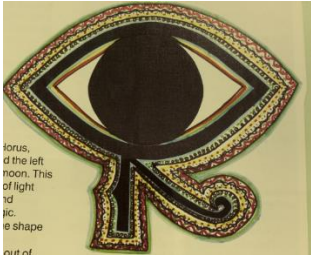

Challenge: Research pictures of areas on earth where humans have had a negative impact (deforestation, desert creation, water diversion...). Take one picture and use a graphics package to show how humans could have a positive impact (planting, restoring water, landscaping for animals...).




	Record final products, thoughts and evaluations on seesaw.	
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Year 3 Art Curriculum to meet topics planned for 2020 2021

Cauliflower card design	<p>Tone</p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way 	
Stone Age	<p>Drawing</p> <ul style="list-style-type: none"> <u>Lines and Marks</u> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. <u>Form and Shape</u> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension. <p>3 D form</p> <ul style="list-style-type: none"> Plan, design and make models from observation or imagination Use clay joining techniques, such as cross hatching, successfully. <p>Pupils should be taught about great artists, architects and designers in history</p> <p><u>Evaluation</u> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>	<p>Challenge: Can you create a modern day cave painting? Use the work of Shoo Rayner and L.S.Lowry to improve your drawing technique.</p> <p>https://www.youtube.com/watch?v=wXwXONV7SEg</p>  <p>Challenge: Can you create a Stonehenge arch stone set that stays together when dried and stands upright?</p> 

	<p>Record final products, thoughts and evaluations on seesaw in line with the school policy. Stick sketchbooks into topic books to show art in the topic.</p>	
<p>Egyptians</p> 	<p>Printing</p> <ul style="list-style-type: none"> • Create printing blocks using a relief or impressed method • Create repeating patterns • Print with two colour overlays <p>Include Drawing</p> <ul style="list-style-type: none"> • <u>Texture</u> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing. <p>3D form</p> <ul style="list-style-type: none"> • Plan, design and make models from observation or imagination • Create surface patterns and textures in a malleable material • Use papier mache to create a simple 3D object. <p>Possible homework task: Create a decorative Scarab beetle for display</p> <p>Pupils should be taught about great artists, architects and designers in history</p> <p><u>Evaluation</u> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>	<p>Challenge: Create a printing block and overlay for your own Eye of Horus. Use this to create a repeating pattern.</p>  <p>Challenge: Create a 3D Crown for a Pharaoh.</p>  <p>Step by step Art book ideas – Art in the History lesson.</p>

	Record final products, thoughts and evaluations on seesaw in line with the school policy. Stick sketchbooks into topic books to show art in the topic.	
The United Kingdom in the World	<p>Pupils should be taught about great artists, <u>architects</u> and designers in history</p> <p>To be able to name at least two British Architects and the buildings they designed.</p> <p>Learn about John Nash who designed Buckingham Palace and Marble arch.</p> <p>Learn about Sir Christopher Wren who designed St Pauls Cathedral and Hampton Court Palace.</p>	<p>Challenge: To be able to name at least two British Architects and the buildings they designed.</p> 

Rivers and Mountains

Painting

- Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc.
- Create different effects and textures with paint according to what they need for the task. Colour Mix colours and know which primary colours make secondary colours Use more specific colour language
- Mix and use tints and shades

Collage

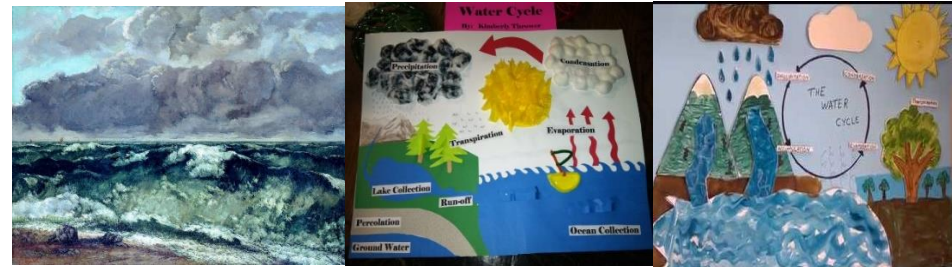
- Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.
- Use collage as a means of building a visual vocabulary.

Digital Media (ICT links?)

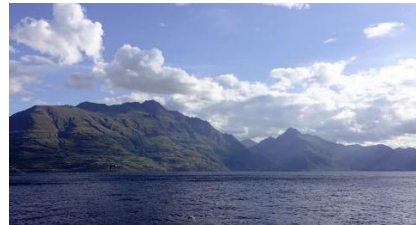
- Record and collect visual information using digital cameras and video recorders. Present recorded visual images using software e.g. Photo story, PowerPoint.
- Use a graphics package to create images and effects with; Lines by controlling the brush tool with increased precision, Changing the type of brush to an appropriate style e.g. charcoal.
- Create shapes by making selections to cut, duplicate and repeat.
- Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose

Pupils should be taught about great artists, architects and designers in history

Challenge: To paint and collage the water cycle in the style of Gustave Courbet's 'The wave'.


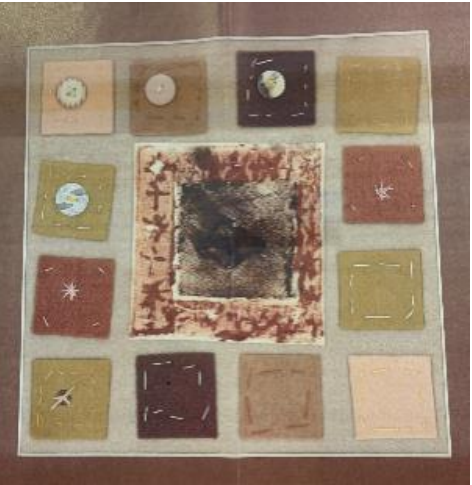



Challenge: Can you draw the water cycle onto a picture like this using a digital media package.



	<p><u>Evaluation</u> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> <p>Record final products, thoughts and evaluations on seesaw in line with the school policy. Stick sketchbooks into topic books to show art in the topic</p>	
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Year 4 Art Curriculum to meet topics planned for 2020 2021

Cauliflower card design	<p>Drawing</p> <p><u>Lines and Marks</u></p> <ul style="list-style-type: none"> • Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. • Experiment with different grades of pencil and other implements to create lines and marks. 	
Romans	<ul style="list-style-type: none"> • <u>Create</u> sketch books to record their observations and use them to review and revisit ideas • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work <p>Textiles</p> <ul style="list-style-type: none"> • Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects • Match the tool to the material • Develop skills in stitching, cutting and joining. <p>Painting</p> <ul style="list-style-type: none"> • blocking in colour, painting with thickened paint creating textural effects. • Create different effects and textures with paint according to what they need for the task. • To appreciate the way an artist has given expression in their work; • To study the work of great artists as a source of inspiration and creativity • To enjoy the diversity and difference in art. • To learn about art from a variety of cultural contexts and the role it plays <p>Evaluate</p> <ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in sketchbook. • Record final products, thoughts and evaluations on seesaw. 	<p>Challenge: To design and make a fabric Roman tile.</p>  <p>DT TEXTILES objectives</p> <ul style="list-style-type: none"> • Join fabrics using running stitch, over sewing, back stitch • Understanding seam allowance. • Explore fastenings and recreate some e.g. sew on buttons and make loops • Prototype a product using J cloths • Use appropriate decoration techniques e.g. appliqué(glued or simple stitches) • Understand the need for patterns

<p>South Africa</p>	<ul style="list-style-type: none"> Stick sketchbooks into topic books to show art in the topic. <p>Explore the roles and purposes of artists working in different cultures.</p> <p>Painting</p> <ul style="list-style-type: none"> Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. <u>Colour</u> Mix colours and know which primary colours make secondary colours Use more specific colour language Mix and use tints and shades. <p>Drawing</p> <ul style="list-style-type: none"> <u>Form and Shape</u> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension. To appreciate the way an artist has given expression in their work; To study the work of great artists as a source of inspiration and creativity To learn about art from a variety of cultural contexts and the role it plays <p>Evaluate</p> <ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Record final products, thoughts and evaluations on seesaw. Stick sketchbooks into topic books to show art in the topic. 	<p>Challenge: To experiment with paint and create a piece of African art, in the style of Isabelle Le Roux, which reflects the colours used in traditional African art.</p> 
<p>Planet Earth</p>	<p>Digital Media Pupils should be taught about great artists, architects and designers in history</p> <ul style="list-style-type: none"> Record and collect visual information using digital cameras and video recorders. Present recorded visual images using software e.g. Photostory, PowerPoint. 	<p>Challenge: Working in the style of Andy Warhol collect images from the local environment and 'improve' them using digital media.</p>

Anglo Saxons

- Use a graphics package to create images and effects with; Lines by controlling the brush tool with increased precision, Changing the type of brush to an appropriate style e.g. charcoal.
- Create shapes by making selections to cut, duplicate and repeat.
- Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose.
- To use senses as inspiration for creativity
- To use the environment as a source of inspiration

3 D form

- Plan, design and make models from observation or imagination
- Join clay adequately and construct a simple base for extending and modelling other shapes
- Create surface patterns and textures in a malleable material
- To learn about art from a variety of cultural contexts and the role it plays

Evaluate

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in sketchbook.
- Record final products, thoughts and evaluations on seesaw.
- Stick sketchbooks into topic books to show art in the topic.







Students work:





Challenge: to research, design and make an Anglo Saxon pot



Year 5 Art Curriculum to meet topics planned for 2020 2021

Cauliflower card design	<p>Printing</p> <ul style="list-style-type: none"> • Create printing blocks by simplifying an initial sketch book idea • Use relief or impressed method • Work into prints with a range of media e.g. pens, colour pens and paints. 	  <p>Create a detailed star polystyrene printing block which is then rolled in gold paint on a red/green back ground. Once dried, thin black pens are used to highlight details or add further patterns.</p>
Greeks	<p>3D form</p> <ul style="list-style-type: none"> • Plan a sculpture through drawing and other preparatory work. • Develop skills in using clay inc. slabs, coils, slips, etc. Produce intricate patterns and textures in a malleable media. • Shape, form, model and construct from observation or imagination. • To understand that The style of important Greek buildings e.g. temples – these building were designed to be as elegantly shaped as possible and this approach has inspired architects throughout the ages. <p>Home Learning 3D form</p> <ul style="list-style-type: none"> • Use recycled, natural and man-made materials to create sculptures. 	<p>Challenge: To create a sketchbook of Greek pottery designs before making an Ancient Greek patterned pot.</p>  <p>Homework Challenge: To research Ancient Greek buildings and then create a Greek temple using your research knowledge (use at least two boxes on the homework planner).</p> 
Space		

	<p>Painting</p> <ul style="list-style-type: none"> • Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. • Create imaginative work from a variety of sources e.g. observational drawing, themes, • <u>Colour Mix</u> and match colours to create atmosphere and light effects • Be able to identify primary secondary, complementary and contrasting colours <p>Pupils should be taught about great artists, architects and designers in history</p> <p><u>Evaluating</u> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> <p>Record final products, thoughts and evaluations on seesaw.</p> <p>Stick sketchbooks into topic books to show art in the topic.</p>	<p>Challenge: To collect sketches of planets, draw out your planned painting and then create a painted picture of the planets in the style of Ron Miller.</p> 
Vikings	<p>Drawing</p> <ul style="list-style-type: none"> • <u>Lines, Marks, Tone, Form & Texture</u> Use dry media to make different marks, lines, patterns and shapes within a drawing. • Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. • Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. • Develop close observation skills using a variety of view finders. • Use a sketchbook to collect and develop ideas. Identify artists who have worked in a similar way to their own work 	<p>Challenge: Using the illustrations by Pierre-Denis Goux, in 'Viking Boy' by Tony Bradman, create large scale pictures for display.</p> 
Rainforests		<p>Challenge: To research, design and create jewellery for a Brazilian Tribe</p>

	<p>Textiles</p> <ul style="list-style-type: none"> • Match and sort fabrics and threads for colour, texture, length, size and shape. • Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. • Cut and shape fabric using scissors/snips. • Apply shapes with glue or by stitching. • Apply decoration using beads, buttons, feathers etc. • Create cords and plaits for decoration. • Experiment with a range of media to overlap and layer creating interesting colours and textures and effects <p>Digital Media</p> <ul style="list-style-type: none"> • Record, collect and store how the Batik was designed and created using digital cameras, video recorders. • Present recorded visual images using software e.g. Photo story, PowerPoint. <p>Pupils should be taught about great artists, architects and designers in history</p> <p><u>Evaluating</u> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> <p>Record final products, thoughts and evaluations on seesaw.</p> <p>Stick sketchbooks into topic books to show art in the topic.</p>	
Tudors	<p>Textiles - ART</p> <ul style="list-style-type: none"> • Use fabrics to create 3D structures • Use different grades of threads and needles <p><i>TEXTILES -DT</i></p> <p><i>Select from and use a wider range of materials and components, including construction materials and textiles according to their functional properties</i></p> <ul style="list-style-type: none"> • Create 3D products using pattern pieces and seam allowance • Decorate textiles appropriately often before joining components • Join fabrics using over sewing, back stitch, blanket stitch • Combine fabrics to create more useful properties 	<p>Challenge: Design and create a new Tudor Rose with embroidery inspired by Tudor embroidery work.</p>  <p>Challenge: To create a modern day self portrait in the style of Nicholas Hillard using digital media.</p>

Pupils should be taught about great artists, architects and designers in history

Evaluating Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.

Adapt their work according to their views and describe how they might develop it further.

Annotate work in sketchbook.

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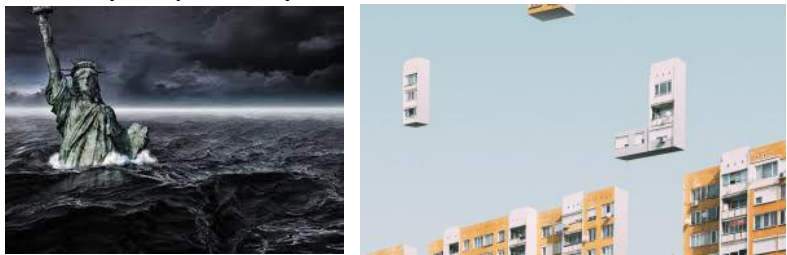
Digital Media

- Use a graphics package to create and manipulate new images.
- Be able to Import an image (scanned, retrieved, taken) into a graphics package.
- Understand that a digital image is created by layering.
- Create layered images from original ideas (sketch books etc.)



Year 6 Art Curriculum to meet topics planned for 2020 2021

Cauliflower card design	<p>Collage</p> <ul style="list-style-type: none"> • Add collage to a painted, printed or drawn background. • Use a range of media to create collages. • Use different techniques, colours and textures etc when designing and making pieces of work .Use collage as a means of extending work from initial ideas. 	 <p>or other carol</p>
Behind the bombs	<p>Drawing</p> <ul style="list-style-type: none"> • <u>Lines, Marks, Tone, Form & Texture</u> - Use dry media to make different marks, lines, patterns and shapes within a drawing. • Experiment with wet media to make different marks, lines, patterns, textures and shapes. • Explore colour mixing and blending techniques with coloured pencils. • Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. • <u>Perspective and Composition</u> Begin to use simple perspective in their work using a single focal point and horizon. • Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition. <p>Painting</p> <ul style="list-style-type: none"> • Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. <u>Colour</u> Mix and match colours to create atmosphere and light effects 	<p>Challenge: Inspired by the work of L.S. Lowry, create a picture of the Coventry Cathedral ruins.</p>  <p>(Look back at Yr3 work on Lowry)</p>

	<ul style="list-style-type: none"> • Be able to identify primary secondary, complementary and contrasting colours • Work with complementary colours <p>Pupils should be taught about great artists, architects and designers in history</p> <p><u>Evaluating</u> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> <p>Record final products, thoughts and evaluations on seesaw.</p> <p>Stick sketchbooks into topic books to show art in the topic.</p>	
Natural Disasters	<p>Digital Media</p> <ul style="list-style-type: none"> • Record, collect and store visual information using digital cameras, video recorders. • Present recorded visual images using software e.g. Photo story, PowerPoint • Use a graphics package to create and manipulate new images. Be able to Import an image (scanned, retrieved, taken) into a graphics package. U • Understand that a digital image is created by layering. Create layered images from original ideas (sketch books etc.) <p>Pupils should be taught about great artists, architects and designers in history</p> <p><u>Evaluating</u> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> <p>Record final products, thoughts and evaluations on seesaw.</p> <p>Stick sketchbooks into topic books to show art in the topic.</p>	<p>Challenge: Create digital artwork showing a natural disaster in our country inspired by the artist Steve McGhee.</p> 
The Mayans	<p>3 D form</p> <ul style="list-style-type: none"> • Shape, form, model and construct from observation or imagination. 	<p>Challenge: Plan and create a sculpture of a Mayan in the style of Anthony Gormly</p>

- Use recycled, natural and man-made materials to create sculptures. Plan a sculpture through drawing and other preparatory work.
- Develop skills in using clay inc. slabs, coils, slips, etc. Produce intricate patterns and textures in a malleable media – covered in Yr4 &5 so pupil can choose to make sculpture from clay or wires.

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Homework challenge: Research the work of Anthony Gormly, draw or print your favourite piece and explain why you like it.