



Art and Design Curriculum



Topic – Step Right Up!
Year 1 – Autumn
Subject – Art & Design





Prior Learning	In Reception children will have experimented using paint, making marks and printing.
What Comes Next	In Year 3, the children will use materials in artwork again when they complete a weaving unit.
Key Vocabulary	Fold, crumple, tear, overlap, collage, place, shape, fabric, embellish, interpret, tactile, visual, craft makers, designers, design, pattern, texture

Notes and Guidance	Skills	Knowledge
<p>Textile/Collage – Produce a collage of a circus costume (Inspired by Alexander McQueen)</p> <p>During this term, the children will complete a textiles/ collage unit where they design and create a picture of a circus costume design inspired by Alexander McQueen.</p> <p>Artists: Alexander McQueen (English Fashion Designer 1969-2010)</p>	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none">Record and explore ideas from first hand observation, experience and imagination.Ask and answer questions about the starting points for their work, and develop their ideas.Explore the work of Alexander McQueenExplore the differences and similarities within the work of artists and designersReview what they and others have done and say what they think and feel about itIdentify what they might change in their current work or develop in their future work.comment on work in sketchbook <p>Textiles/Collage</p> <ul style="list-style-type: none">Begin to identify different forms of textilesCut and shape fabric using scissorsBegin to identify different types of textures of fabrics and materials for collageColour sort materials.Use, combine or overlap materials to create an image with support.Use and investigate a variety of visual and tactile materials	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none">About the work of Alexander McQueenThat Alexander McQueen was an English fashion designerWhat 'in the style of' means <p>Textiles/Collage</p> <ul style="list-style-type: none">The names of different textiles (cotton, felt, silk)That textures feel differentWhat a collage isHow to use scissors safelyTo know the terms 'combining' and 'overlapping'

Enrichment

During this topic the children will experience a circus workshop this provides the children with an opportunity to learn the skills involved with activities such as scarf juggling, diabolo and plate spinning

		Topic – Turrets and Tiaras Year 1 – Spring Subject – Art & Design		
Prior Learning	In Reception, children will have experimented using paint, making marks and printing.			
What Comes Next	In year 2, the children will create their own fire of London painting using hot and cold colours; tints and shades and fine detail.			
Key Vocabulary	Drawing: Felt tip, pastel, line, long, short, scribble, zig-zag, pattern, spotted, stripy, size, space, soft, pattern Painting: primary colours, paint, mix, bright, light/ lighter, dark/ darker, thick, thin, long, short.			
Notes and Guidance		Skills	Knowledge	
<p>Painting – Coat of Arms</p> <p>During this term, the children will complete a painting topic where they further consolidate their learning about the colour wheel; primary and secondary colours and produce a painted shield containing their coat of arms. They will learn about the work of Georges Seurat and Pointillism and incorporate some of these features into their coat of arms.</p>		<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none">Record and explore ideas from first hand observation, experience and imagination.Ask and answer questions about the starting points for their work, and develop their ideas.Explore the work of Georges SeuratReview what they and others have done and say what they think and feel about itIdentify what they might change in their current work or develop in their future work.comment on work in sketchbook <p>Painting</p> <ul style="list-style-type: none">Paint a picture accuratelyPaint a colour wheel with mostly correct colours- only looking at primary and secondary coloursExperiment with different brushes and other painting toolsPaint a variety of shapes	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none">What the word ‘pointillism’ meansAbout the works of George SeuratThat George Seurat was a French artist <p>Painting</p> <ul style="list-style-type: none">Learn to use a colour wheel and the primary and secondary coloursLearn how to select the correct brush for their paintingThe three primary and secondary coloursThat different tools and brushes make different effects	
<p>Enrichment</p> <p>During this topic the children spend a day at Warwick Castle.</p>				



Topic - Yum Yum
Year 1 - Summer
Subject - Art & Design



Prior Learning	In Reception children experimented using paint, making marks and printing. This is their first experience of working with clay.
What Comes Next	In Year 2, children will develop their line drawing further, using different techniques to create animal line drawings. They will work with a different medium when looking at Sculpture and 3D Form (sand).
Key Vocabulary	Drawing: Felt tip, pastel, line, long, short, scribble, zig-zag, pattern, spotted, stripy, size, space, soft, pattern Sculpture/ 3D Form: plasticine, clay, roll, kneading, squash, flat, pat, stretch, rough, smooth, bumpy, soft, hard, cut, build, stick together, overlay, craft makers, sculpture, product, form, impress, stippling, pinch

Notes and Guidance	Skills	Knowledge
<p>Drawing - Cross sections of fruit (Inspired by Giuseppe Arcimboldo)</p> <p>Sculpture/3D Form - Face of clay fruit (Inspired by Giuseppe Arcimboldo)</p> <p>During this term, the children will complete a drawing unit where they develop their knowledge of line drawing and complete observational drawings of fruit.</p> <p>They will then complete a 3D/Sculpture topic. This will be the children's first experience of working with clay and they will design and create a face of clay fruit inspired by the work of Giuseppe Arcimboldo</p> <p>Artist: Giuseppe Arcimboldo (Italian Painter 1527-1593)</p>	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none">Record and explore ideas from first hand observation, experience and imagination.Ask and answer questions about the starting points for their work, and develop their ideas.Explore the work of Giuseppe ArcimboldoExplore the differences and similarities within the work of artists and designersReview what they and others have done and say what they think and feel about itIdentify what they might change in their current work or develop in their future work.Comment on work in sketch book <p>Drawing</p> <ul style="list-style-type: none">Draw lines of varying thickness and to use dots and lines to demonstrate pattern and texture; (repeated pattern).Create observational drawingsUse different materials to draw, for example pastels, chalk, felt tipsDraw lines of varying thickness and to use dots and lines to demonstrate pattern and texture; (repeated pattern). <p>Sculpture/ 3D Form</p> <ul style="list-style-type: none">Shape and model materials using their imaginationContinue to manipulate malleable materials in a variety of ways including rolling, pinching and kneadingImpress (stippling) and apply decoration (e.g. fruit stalk) more confidentlyUse cutting and rolling of materials in their finished piece of work.Use tools and equipment safely and in the correct wayRecognise different textures in different surfacesTo start to explore ways of joining two pieces of clay	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none">About the works of Giuseppe ArcimboldoThat Giuseppe Arcimboldo was an Italian painter <p>Drawing</p> <ul style="list-style-type: none">What a cross section meansWhat the term 'observational drawing' meansHow to use their own observations of an item in front of them to create a drawingDifferent techniques make different patternsLearn what a pattern is and how to create a repeated patternLearn the names of different media used in drawing <p>Sculpture/ 3D Form</p> <ul style="list-style-type: none">That clay can be shaped in different ways (rolling, pinching etc.)How to use clay tools safely and correctlyHow to join two pieces of clay

Enrichment

During this topic, the children go strawberry picking; this gives them a working insight into where some of the produce used in their fruit salads comes from.



Topic – Fire and Ice
Year 2 - Autumn
Subject - Art & Design





Prior Learning	In Year 1, children have learnt about the colour wheel; primary and secondary colours and completed painting on the theme of shields.
What Comes Next	In Year 3, children will further consolidate their understanding of tints, tones and shades and will focus on developing brush techniques when painting a front cover for 'James and the Giant Peach.'
Key Vocabulary	Painting: tertiary colour, shape, pattern, dab, sweep, poster paint, warm, cold, cool, townscape/cityscape, complementary, contrasting

Notes and Guidance	Skills	Knowledge
<p>During this term, the children will complete a painting unit where they think about 'hot' and 'cold' colours and how these can be mixed by creating tints and shades.</p> <p>They look at the work of Jan Griffier and incorporate their learning into their own Great Fire of London painting.</p> <p>Artist: Jan Griffier (Dutch Painter 1645-1718)</p>	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none">Record and explore ideas from first hand observation, experience and imagination.Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.Explore the differences and similarities within the work of different artistsExplore the work of Jan GriffierReview what they and others have done and say what they think and feel about it.Identify what they might change in their current work or develop in their future work.Start to use sketchbooks to collect and record ideas and practise techniques <p>Painting</p> <ul style="list-style-type: none">To add white and black to begin to mix tints and shadesTo paint fine detailExplore hot and cold colours and contrasting/complementary colours,To look at colour wheel (tertiary colour)Use a range of brushes to create different effects in paintingCreate a background using a colourwashCreate tones with paint	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none">About Jan Griffier's paintings of the Great Fire of LondonThat Jan Griffier was a Dutch painter <p>Painting</p> <ul style="list-style-type: none">How tints and shades are mixedWhich colours are classified as hot and cold?What the term 'complementary' and 'contrasting' meanThat tertiary colours are mixed using the primary and secondary coloursHow to select the correct equipment for their final piecesWhat a colourwash isWhat a tone is

Enrichment

During this topic, children go on a visit to Aston Hall where they tour the hall; handle historical artefacts and complete drama and art activities based on the Great Fire of London. The fire brigade visits the children to discuss fire safety and how fire safety equipment has changed since the Great Fire of London.

		Topic – Into the Wild Year 2 – Spring Subject – Art & Design		
Prior Learning	In Year 1, children have developed their line drawing when completing observational drawings of fruit.			
What Comes Next	In year 3, the children will further their drawing technique when drawing Stone Henge and the stones’ reflections.			
Key Vocabulary	Drawing: shade, detail, light, dark, repeat, shape, solid, broad, narrow, criss-cross, symmetrical			
Notes and Guidance		Skills		Knowledge
<p>Drawing – Animal line drawings</p> <p>During this term, the children will complete a drawing unit where children develop their shading skills when completing line drawings of animals.</p>		<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none">Record and explore ideas from first hand observation, experience and imagination.Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.Review what they and others have done and say what they think and feel about it.Identify what they might change in their current work or develop in their future work.start to use sketchbooks to collect and record ideas and practise techniques <p>Drawing</p> <ul style="list-style-type: none">To use shading to show light and dark areas.To experiment with showing line, tone and texture with different hardness of pencils		<p>Drawing</p> <ul style="list-style-type: none">What the term shading meansThat light sources form light and dark areasThat pencils come in different gradesThat different grade pencils create different texturesThat pastels create a softer imageThat different skills need to be applied when using different medias e.g. pencil ‘v’ pastelHow a light source affects their work.
<p>Enrichment</p> <p>During this topic, the children will visit the safari park to see the animals learnt about in class in a real-life setting.</p>				



Topic – Buckets and Spades
Year 2 – Summer
Subject – Art & Design



Prior Learning	In Year one, the children used clay when completing their 3D/ Sculpture unit. They printed in reception using a range of natural and man-made materials.
What Comes Next	In Year 3, in 3D/Sculpture, children will return to using clay and develop their joining and decorating skills when making a Greek pot. Printing work will be further built on in Year 4 when children use overlays to print a rainforest scene.
Key Vocabulary	Printing: pattern, image, repeat, stencil, repeated pattern, random pattern, printing print maker, stencil, layering, tile Sculpture/ 3D Form: Model, carve, join, bend, tool, pattern, press, natural, solid, sand, soil, ice, land art, temporary, 3D

Notes and Guidance	Skills	Knowledge
<p>Printing – Waves</p> <p>Sculpture/3D Form – Sand Sculpture (Inspired by Mark Anderson)</p> <p>Artists: Mark Anderson (English sand sculptor – Current)</p> <p>Beth Krommes (American Illustrator 1956-current day)</p>	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none">Record and explore ideas from first hand observation, experience and imagination.Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.Explore the differences and similarities within the work of different artistsExplore the work of Beth Krommes and Mark AndersonReview what they and others have done and say what they think and feel about it.Identify what they might change in their current work or develop in their future work.Start to use sketchbooks to collect and record ideas and practise techniques <p>Printing</p> <ul style="list-style-type: none">Explore printing through a range of hard and soft materials (e.g. potato, sponge)Explore wave patterns through a range of patterns and colourscan produce a simple layered tile print using different colours (up to 2 tiles)Has looked at and discussed examples of printmaking and is able to express own view <p>Sculpture/ 3D Form</p> <ul style="list-style-type: none">Be aware of and put into use safe practise (using sand)Be confident in shaping and modelling materials (sand) from both observation and imagination.Mould, form and shape and bond materials to create a 3D formApply a smooth surface to a sculptural formCreate a group/large scale sculpture piece through class collaboration (during WSM trip)Use tools (hands) and equipment safely and in the correct way	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none">About the works of Mark AndersonThat Mark Anderson is an English sand sculptor <p>Printing</p> <ul style="list-style-type: none">The names of different materials they can use for printingWhat an original print isWhat a printing tile isThat layering tiles creates different effectsHow to create a pattern (wave pattern) using printing tiles <p>Sculpture/ 3D Form</p> <ul style="list-style-type: none">To be aware of the repercussions of not using sand carefully and sensiblyThat not all media for sculpture works in the same wayKnow that water is needed to construct a sand sculptureThat sand sculptures are not a permanent form of art

Enrichment

During this topic, the children will visit a beach location to have first-hand experiences of some of the geographical and scientific features they have learnt about. They also spend time creating their own sand sculptures.



Topic - Prehistoric Britain
Year 3 – Autumn Term
Subject - Art & Design



Prior Learning	In Year 2, children have developed their drawing techniques when completing line drawings of animals. In Year one, the children collaged a circus outfit in their textile/ collage unit.
What Comes Next	In Year 4, the children will continue to develop their drawing technique by considering depth and perspective when drawing buildings. In textile/collage in year 5, children will combine collage and stitching to create a finished piece.
Key Vocabulary	Drawing: 3D, texture, tone, shadow, hatching, cross-hatching, chequered, landscape, cityscape, portrait, self-portrait, record, outline, position, profiles, forward facing, character Textile/ Collage: abstract, mixed media, mood board, tactile, textiles, visual, arrange, decorate, texture sew, needle, thread, weaving, combine, natural, synthetic

Notes and Guidance	Skills	Knowledge
<p>Drawing - Stonehenge shadows (Inspired by John William Inchbold)</p> <p>Textile/Collage - Weaving</p>	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none"> 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. Explore the roles and purposes of artists working in different times and cultures Explore the work of John William Inchbold 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. Use sketchbooks to collect and record ideas and practise techniques <p>Drawing</p> <ul style="list-style-type: none"> Use shading to show depth and 3 dimensions Use shading to show light and shadow effects; Use different materials to draw, e.g. pastels, chalk, felt tips <p>Textile/ Collage</p> <ul style="list-style-type: none"> Develop weaving as an artistic technique Show an awareness and name a range of different fabrics To select materials by colour and texture according to their intention Use collage to create a mood board of ideas Be able to name the tools and materials they have used. Develop weaving skills in tying, cutting and joining. Experiment with a range of media e.g. overlapping, layering etc. 	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none"> That John William Inchbold was an English painter and a couple of facts about him. About John William Inchbold's paintings of Stonehenge <p>Drawing</p> <ul style="list-style-type: none"> That different shading techniques cause different effects (e.g. 3D) About the position of a shadow based on its light source About different shadow effects <p>Textile/ Collage</p> <ul style="list-style-type: none"> What weaving is and the appropriate fabrics for weaving What a mood board is What tools are used for weaving How to overlap and layer when weaving

Enrichment

During this topic, the children will take part in an interactive theatre in education piece that will enhance and further the children's understanding and enjoyment of their Stone Age study.



Topic – James & The Giant Peach
Year 3 – Spring Term
Subject – Art & Design



Prior Learning	In year 2, the children began to make tints and shades when thinking about hot and cold colours.
What Comes Next	In year 4, the children will continue to develop their painting skills when creating work on the theme of water lilies.
Key Vocabulary	Painting: Shade, tone, tint, wash, emotion, detailed colours e.g. scarlet, emerald, background, middle, foreground, shadow

Notes and Guidance	Skills	Knowledge
During this term, the children will complete a painting unit where children develop their painting skills when completing a front cover for 'James and the Giant Peach.'	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none">• 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.• 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.• Use sketchbooks to collect and record ideas and practise techniques <p>Painting</p> <ul style="list-style-type: none">• Use different tools to paint given images e.g. different sized paintbrushes• To mix tints, shades and tones to make given colours• Experience painting with smaller brushes and develop brush control.• Use light and dark within a painting• Use different colours to create mood/feelings.	<p>Painting</p> <ul style="list-style-type: none">• Which paintbrushes will give desired effects?• Amounts of colour to add to create different tints and shades using poster paints• How to use tints and shades to show light and dark areas• How light and dark effects the viewer's feelings of a piece

Enrichment
During this topic, the children will go on a trip to Sheepwash Farm where they learn more about the animals live there and how crops are grown and harvested on the farm.



Topic – Ancient Greece
Year 3 – Summer Term
Subject – Art & Design



Prior Learning	In Year one, children had their first experience of clay: making a clay face of fruit. In Year 2, they made sculptures with sand. Children worked on using hot and cold colours when painting a picture on a theme of 'the Great Fire of London' in year two.	
What Comes Next	In Year 4, children will continue work on painting and sculpture/3D form when focussing on the work of Claude Monet and will use the new medium of water colour and developing joining techniques when working with clay.	
Key Vocabulary	Sculpture/ 3D Form: structure, texture, fine uneven, mosaic, attach	
Notes and Guidance	Skills	Knowledge
During this term, the children will complete a unit on Sculpture/ 3D form where they work with clay to create their own Greek pot.	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none">• 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.• 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.• Use sketchbooks to collect and record ideas and practise techniques <p>Sculpture/ 3D Form</p> <ul style="list-style-type: none">• To select and use appropriate clay tools• To learn how to create a base on which to create their piece• Applying experience of materials and processes to develop work.• Begin to show confidence in modelling forms and structures.• To be able to add detail to their work.• Begin to combine techniques (coiling/decoration/joining) to create finished pieces.• Take a 2D drawing into a 3D form.	<p>Sculpture/ 3D Form</p> <ul style="list-style-type: none">• Which tools will create different effects when working with clay• What a base is and why it's important for their work• That detail improves a piece of work• Additional ways to combine techniques (e.g. coiling, decorating, joining)• To use an image to create a sculpture
<p>Enrichment</p> <p>During this topic, the children will plan and participate in a 'Living Museum' event which parents will be invited to at the end of the topic where they will show case aspects of life during Ancient Greek times.</p>		



Topic – Roman Empire
Year 4 – Autumn Term
Subject – Art & Design



Prior Learning	In Year 3, children began to use shading in their drawing when showing shadows on their images of Stone Henge.
What Comes Next	In Year 5, children will use different media to draw (charcoal and chalk) when completing WW2 art work on the theme of Henry Moore.
Key Vocabulary	Drawing: annotate, media, figure, form, diagonal, harsh, regular, irregular, distance, pressure, appearance, perspective, depth

Notes and Guidance	Skills	Knowledge
Drawing – Drawing buildings (Maison Carree) (Inspired by Vitruvius)	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none">• 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.• Explore the roles and purposes of artists and architects/engineers working in different times and cultures.• Explore the work of Vitruvius.• 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.• Use sketchbooks to collect and record ideas and practise techniques <p>Drawing</p> <ul style="list-style-type: none">• Design and create a symmetrical pattern• Develop and sketch own ideas• Develop use of perspective, distance and depth in their drawing.	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none">• That Vitruvius was a Roman architect and engineer• How architects are different from artists and designers• A few facts about Vitruvius and his architecture• Understand the cultural context of Roman architecture <p>Drawing</p> <ul style="list-style-type: none">• How to express their own ideas through drawing• The terms 'perspective', 'distance' and 'depth' in drawing

Enrichment

During this topic, the children will go on a visit to Lunt Roman Fort to see primary sources and learn more about the Roman Empire.



Topic – Water
Year 4 – Spring Term
Subject – Art & Design



Prior Learning	In Year 3, children developed their brush techniques when working on a front cover for 'James and the Giant Peach.' They worked with clay when designing and making their Greek pot.	
What Comes Next	In Year 5, children will use different media to sculpt when making Saxon inspired jewellery. They will continue to focus on brush strokes and colour choice when completing a painting inspired by Guy De Montlaur in autumn term.	
Key Vocabulary	Painting: Water colour, compare, contrast, media, blend, natural, controlled gradation Sculpture/3D Form: Uneven, twist, architect, trim, edge, form, serrated, sculpted, constructed	
Notes and Guidance	Skills	Knowledge
Painting – Waterlilies (Inspired by Claude Monet) Sculpture/3D Form – Waterlilies (Inspired by Claude Monet) Artists – Claude Monet (French Painter 1840-1926)	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none">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.Explore the roles and purposes of artists working in different times and cultures.Explore the work of Claude Monet.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.Use sketchbooks to collect and record ideas and practise techniques <p>Painting</p> <ul style="list-style-type: none">Use paints to create a controlled gradation (light to dark)Use appropriate colour choices in order to be able to layer elements of a paintingUse a viewfinder to focus their attention of a specific part of the main painting and recreate that part <p>Sculpture/ 3D Form</p> <ul style="list-style-type: none">Adapt techniques to make larger and smaller sculpturesUse joining skills from previous Years to add layers onto their work to create texture and shapeBe able to talk about their work as being sculpted, modelled or constructedPlan, design, make and adapt their clay models	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none">That Claude Monet was a French painterA few facts about Claude Monet and his work on waterlilies <p>Painting</p> <ul style="list-style-type: none">The term 'gradation'Amounts of colour to add to create different tints and shades using water coloursWhat a viewfinder is, it's purpose and how to use it <p>Sculpture/3D Form</p> <ul style="list-style-type: none">How size can increase or decrease the difficulty of their workThe term 'layering' when applied to clayHow to incorporate a base into their final pieceThe difference between a piece work that has been sculpted and constructed
Enrichment	During this topic, the children will learn more about Bewdley, a local area that is prone to flooding. They will visit Bewdley Museum, located in the heart of the town it provides a fascinating insight into the history and development of the town and the lives of the people who live there.	



Topic – Rainforests
Year 4 – Summer Term
Subject – Art & Design



Prior Learning	In Year 2, the children printed using up to 2 overlays to create a simple wave print tile.
What Comes Next	The children will print again in Year 6, when focussing on Andy Warhol.
Key Vocabulary	Printing: texture, block, imprint, mould, surface, absorb, natural pressure, overlaying

Notes and Guidance	Skills	Knowledge
<p>Printing – Rainforest scene (Inspired by John Dyer)</p> <p>Artists – John Dyer (Welsh Poet and Painter 1699-1757)</p>	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none">• 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.• Explore the roles and purposes of artists working in different times and cultures.• Explore the work of John Dyer.• Compare ideas, methods, 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.• Use sketchbooks to collect and record ideas and practise techniques <p>Printing</p> <ul style="list-style-type: none">• Explore printing using a range of materials (including natural and man-made objects)• Develop the use of layers and overlays (up to 6).• Design and create more complicated stencil work.• Explore a variety of printing techniques (layering/string on card)• Create an accurate print design.	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none">• About the works of John Dyer• A few facts about John Dyer including that he is a modern English painter <p>Printing</p> <ul style="list-style-type: none">• That layering an overlay creates different effects• That overlaying creates different effects• A variety of printing techniques

Enrichment

During this topic, the children will learn more about the animals that live in the rainforest through either a trip to a wildlife park or through a workshop in school (SchoolLab). The children will also have the opportunity to go on a residential trip to Bell Heath where they will take part in a range of outdoor activities including orienteering and high ropes developing skills such as independence and resilience



Topic – Blackheath and the Blitz
Year 5 - Autumn Term
Subject - Art & Design



Prior Learning	In Year 4, children developed their painting techniques when producing pictures inspired by Claude Monet with a focus on impressionist techniques. When drawing, they developed their shading and line techniques to show movement when drawing people and perspective when drawing buildings.
What Comes Next	In year 6, the children will continue to develop their drawing techniques when completing line drawings of animals. In painting, they will create landscapes inspired by the work of Vincent Van Gogh.
Key Vocabulary	Painting: atmosphere, tonal, pale pastel, bold, airtscape, scenery, horizon, traditional, modern, comparison, differences/similarities Drawing: vertical, horizontal, angle, proportion, technique, contrast, scale, focal point, mood, feeling, evaluate, analyse, tessellate, refine, alter, modify, reflection

Notes and Guidance	Skills	Knowledge
<p>Artists: Henry Moore (English Artist 1898-1986) (Painting unit) Guy De Montlaur (French painter/resistance fighter in WW2 1918-1977) (Drawing unit- charks and charcoal)</p>	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none"> 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 and processes to use in their work. Explore the roles and purposes of artists working in different times and cultures Explore the work of Guy de Montlaur and Henry Moore 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 evaluate their work Use sketchbooks to collect and record ideas and practise techniques <p>Painting</p> <ul style="list-style-type: none"> Choose and apply contrasting and complimentary colours for effect Paint sharp and gradated colour changes for effect Select and create a colour palette, demonstrating mixing techniques <p>Drawing</p> <ul style="list-style-type: none"> Create detailed drawings and experiment using chalk and charcoal Use blending and shading to show texture Begin to use a variety of techniques to add effects, e.g. reflection 	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none"> A few facts about Guy de Montlaur and Henry Moore The links between the topic title and Guy de Montlaur's career <p>Painting</p> <ul style="list-style-type: none"> How contrasting and complementary colours can affect their work That colour changes can be sharp or gradual Which colours to select and use in a specific colour pallet <p>Drawing</p> <ul style="list-style-type: none"> How to create detail using different implements e.g. chalk and charcoal How to blend using different resources How to use chalk and charcoal to create texture

Enrichment

During this topic, the children will go on a trip to RAF Cosford Museum to learn more about WW2 and the experience of being an evacuee.



Topic – Reach for the Stars
Year 5 – Spring Term
Subject – Art & Design



Prior Learning	In Year 3, children were introduced to weaving in textiles/Collage.
What Comes Next	The children will transition to high school where they will continue with their textiles education.
Key Vocabulary	Textile/ Collage: attach, stuffing, applique, layers, combine, stitching, embroidery, cross stitch, running stitch, embellish, aesthetic, enhance, accentuate, glue batik

Notes and Guidance	Skills	Knowledge
During this term, the children will complete a textiles unit where they produce a batik on a space theme.	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none">• 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 and processes to use in their work.• Explore the roles and purposes of artists working in different times and cultures• 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 evaluate their work• Use sketchbooks to collect and record ideas and practise techniques <p>Textile/ Collage</p> <ul style="list-style-type: none">• Experiment with combinations of materials and techniques (e.g. batik)• Combine pattern and shape in batik• To use techniques to create intricate patterns e.g. surface of the moon• Experiment with a range of textiles to find the appropriate background for their piece• Justify the materials they have chosen• Express their ideas through batik• Choose and use appropriate tools to create different effects in the glue	<p>Textile/ Collage</p> <ul style="list-style-type: none">• What the term 'mixed media' means• The principles of glue batik• Different ways to embellish their work

Enrichment

During this topic, the children will go on a trip to the Space Centre in Leicester. As the UK's largest planetarium, it offers the children a first-hand experience of life under the stars.



Topic – Shields, Swords and Settlers
Year 5 – Summer Term
Subject – Art & Design



Prior Learning	In Year 4, children used clay to make water lily sculptures. This is their first experience of working with wire.	
What Comes Next	In Year 6, children will use wire and Modroc to create sculptures of mythical creatures.	
Key Vocabulary	Sculpture/ 3D Form: jagged, pitted, coarse, replicate, cast, impress, stylised, symbolic, ornate, pliable, hollow, attachment Drawing: vertical, horizontal, angle, proportion, technique, contrast, scale, focal point, mood, feeling, evaluate, analyse, tessellate, refine, alter, modify, reflection	
Notes and Guidance	Skills	Knowledge
<p>During this term, the children will design and make their own wire jewellery inspired by the Staffordshire Hoard.</p> <p>Artists: Staffordshire Hoard (Various unnamed craftsmen c. 7th to 8th centuries)</p>	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none">• 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 and processes to use in their work.• Explore the roles and purposes of artists and craftspeople working in different times and cultures• Explore the work of Saxon craftspeople• 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 evaluate their work• Use sketchbooks to collect and record ideas and practise techniques <p>Sculpture/3D Form</p> <ul style="list-style-type: none">• Be able to talk about their work as being sculpted, modelled or constructed• Plan, design, make and adapt and evaluate their jewellery pieces• Identify suitable resources from which to make their jewellery• Investigate, select and use appropriate tools• Manipulate wire in different ways to make intricate shapes on a circular frame	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none">• That the artists responsible for creating the Staffordshire Hoard were craft makers• How craft makers differ to other artists• Understand the historical context of the Staffordshire Hoard <p>Sculpture/3D Form</p> <ul style="list-style-type: none">• To know that sculptures can be created using different materials e.g. wire• About suitable resources for jewellery making• That tools needed to manipulate wire• That wire comes with certain safety precautions
<p>Enrichment</p> <p>During this topic, the children will take part in a themed day at school, where a Saxon will visit. Through character acting, questioning and role-play, the workshop immerses children in Saxon life and enhances their understanding of the time period.</p>		



Topic – Survival of the Fittest
Year 6 – Autumn Term
Subject – Art & Design



Prior Learning	In Year 5, children painted pictures focussing the work of Guy De Montlaur. They draw chalk and charcoal images inspired by Henry Moore.
What Comes Next	The children will move to high school and progress onto the secondary curriculum for art.
Key Vocabulary	Painting: vibrant, intense, subtle, bold, pale, earthy, translucent, opaque, neutral, sombre, acrylic paint, abstract, arrangement Drawing: manipulate, composition, reflection, direction, perspective, foreground, background, accurate, observe, expression, continuous, delicate, parallel, dramatic, gradated, highlight, varied, intricate, ornate

Notes and Guidance	Skills	Knowledge
<p>During this term, the children will explore the work of Vincent Van Gogh and create a landscape acrylic painting in their own style. They will use learnt drawing skills to complete detailed sketches of animals.</p> <p>Artist: Vincent Van Gogh (Dutch Post-Impressionist Painter 1853-1890)</p>	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none">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 and processes to use in their work.Explore the roles and purposes of artists working in different times and culturesExplore the work of Vincent Van GoghCompare 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 evaluate their workUse sketchbooks to collect and record ideas and practise techniques <p>Painting</p> <ul style="list-style-type: none">Create texture using acrylic paintUse a range of paint types (e.g. acrylic, poster) to create visually interesting piecesUse colour knowledge to be able to select and create an appropriate paletteUse a point of reference to be able to design and create a painting in Van Gogh's style <p>Drawing</p> <ul style="list-style-type: none">Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatchingExperiment with marks and lines to create different effects and textureDevelop confidence in using pen /ink as a drawing medium	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none">Several facts about the life and works of Vincent Van Gogh <p>Painting</p> <ul style="list-style-type: none">How to create texture using acrylic paintThat acrylic paint has different properties to other paint typesHow to use acrylic paint to make an appropriate palette <p>Drawing</p> <ul style="list-style-type: none">Which technique will create the effect they need?That ink will create a different effect to other drawing mediaThat some pieces will need to be created over a more sustained period of time

Enrichment

During this topic, the children will take part in an outwards bounds activity day where problem solving in a variety of contexts is explored.



Beyond the Great Wall
Year 6 - Spring Term
Subject - Art & Design



Prior Learning	In Year 5, children used wire for the first time to create Anglo Saxon inspired jewellery.
What Comes Next	Year 6 will transition to high school and begin the Key Stage 3 curriculum.
Key Vocabulary	Sculpture/ 3D Form: construct, assemble, delicate, uniform, complex, proportion, decoration, realistic

Notes and Guidance	Skills	Knowledge
During this term, the children will combine wire and Modroc to create a model of a mythical creature.	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none">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 and processes to use in their work.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 evaluate their workUse sketchbooks to collect and record ideas and practise techniques <p>Sculpture/3D Form</p> <ul style="list-style-type: none">Be able to talk about their work as being sculpted or constructedCombine materials and processes to make 3D formsBe aware of and put into use safe practise (using wire)Investigate, select and use appropriate toolsManipulate wire in different ways to make models	<p>Sculpture/3D Form</p> <ul style="list-style-type: none">That some pieces will need to be created over a more sustained period of timeHow to use Modroc safelyHow to manipulate wire safely (with hands and tools)That wire can be used as a base for other media to be added to

Enrichment
During this topic, the children will experience Chinese food and will make and eat their own Chinese banquet.



Topic – The American Dream
Year 6 – Summer Term
Subject – Art & Design



Prior Learning	In Year 4, children printed using overlays to create a rainforest scene.
What Comes Next	Year 6 will transition to high school and begin the Key Stage 3 curriculum.
Key Vocabulary	Printing: print roller, inking up, motif, rotate, reflect, repetition, monotype, negative, positive, relief, impressed

Notes and Guidance	Skills	Knowledge
<p>Printing – Relief Printing (Inspired by Andy Warhol)</p> <p>Artist: Andy Warhol (American Artist 1928-1987)</p>	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none">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 and processes to use in their work.Explore the roles and purposes of artists and designers working in different times and culturesExplore the work of Andy WarholCompare 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 evaluate their workUse sketchbooks to collect and record ideas and practise techniques <p>Printing</p> <ul style="list-style-type: none">Select suitable printing media for the task.Create an accurate print design that reflects a theme or ideas.Make links with printmaking and other medias to help develop their work.Add relief details into their printsCreate linked pattern work with up to eight overlays.Identify different printing methods and make decisions about the effectiveness of their printing methods.Know how to make a positive and a negative printCreate an image isolated from the background or taken out of context (pop art)	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none">Several facts about the life and works of Andy Warhol <p>Printing</p> <ul style="list-style-type: none">What relief printing isThe definition of a positive and a negative print (positive is what the paint sticks to, negative is the area you have dug out which has no point on it)That certain tools are needed to create their tileHow to use printing tools safelyWhat the term 'pop art' meansWhat an isolated image is in art (e.g. isolated from background)That pop art uses colour blockingAn appropriate colour palette for pop art pieces

Enrichment

During this topic, Year 6's residential trip to Plas Gwynant takes place. This provides our children with the opportunity to develop their resilience, confidence & independence, to raise aspirations and become more environmentally aware whilst taking part in a number of specially designed outward-bound activities such as canoeing, rock climbing and gorge walking.