



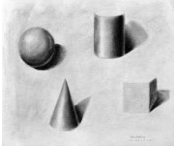









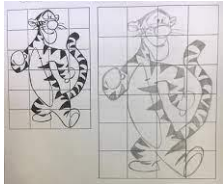



# Art Curriculum



**OFFORD**  
PRIMARY SCHOOL

# Art Overview

	Year A	Year B
Year 1/2	Still life (Henri Rosseau) 	Self Portraits (Frieda Khalo) 
	Sculptures & collages 	Textures (seaside) 
	Colour mixing (Kandinsky) 	Print making 
Year 3/4	Shapes and tone 	Quentin Blake/ human figures 
	Sculpture with environmental theme 	Drawing with scissors (Matisse) 
	Creating a natural colour palette 	Landscapes (Fauvism) 
Year 5/6	Design a building 	Still life (Theme identity) 
	Print making 	Fruit Tiles 
	Scaling Up 	Design impressionism (Monet) 

# Art Vision Statement

*Every child is an artist..." Pablo Picasso "*

At Offord Primary School we believe that art stimulates creativity, imagination and inventiveness. We believe that art gives our pupils the knowledge, skills and concepts necessary for them to express responses to ideas and experiences. It fires their imagination. A high-quality art and design education will engage, inspire and challenge our pupils, equipping them with the knowledge and skills to experiment, recreate, invent and create their own works of art, craft and design. As they progress, our pupils will be able to think critically and develop a more rigorous understanding of art and design, understanding how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

## **Intention**

It is the intent of Offord Primary School for Art and Design to be taught in all year groups, progressing through the strands of drawing, mixed media and painting. In each of the focused units our pupils will have the opportunity to explore artwork, practise skills, study an artist and create a final piece of artwork.

## **Implementation**

The teaching of Art and Design across the school is based on the National Curriculum ensuring a well-structured approach to this creative subject. Our Art and Design curriculum has been planned and structured with the assistance of The Cam Academy Trust primary lead for Art and design. This support enables staff to offer a high-quality art curriculum. The work of famous local, national and international artists is explored to enhance the children's learning. Artists are studied, and final artwork is based on developing skills from the chosen artist.

## **Impact**

Assessment of children's learning in Art and Design is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher throughout lessons. This assessment is then used to inform the support and challenge required by the children. Art and Design is monitored by the subject leader through book monitoring, lesson observations and pupil interviews to discuss their learning and understanding and establish the impact of the teaching taking place.

*Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality." Quentin Blake*

## EYFS

Area of EYFS curriculum	Early Learning Goal
<ul style="list-style-type: none"> <li>Expressive Arts &amp; Design</li> </ul>	<ul style="list-style-type: none"> <li>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>
<b>Drawing</b>	
<ul style="list-style-type: none"> <li>Can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination).</li> <li>Select coloured drawing implements for a purpose.</li> <li>Uses drawing tools to make marks, lines and curves.</li> <li>Draw accurate representations of people and objects.</li> <li>To talk about their own and others' work.</li> </ul>	
<b>Colour</b>	
<ul style="list-style-type: none"> <li>To recognise and name different colours.</li> <li>Understand that when colours are mixed, new colours are created.</li> <li>To select and create different colours.</li> <li>Use a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects.</li> <li>Explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper).</li> <li>To work from direct observation and imagination.</li> <li>To talk about their own work.</li> </ul>	
<b>Mixed media</b>	
<ul style="list-style-type: none"> <li>Explore malleable media such as clay, papier mache, salt dough, playdoh and sand.</li> <li>Impress and apply simple decoration.</li> <li>Cut shapes using scissors and other modelling tools.</li> <li>Use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately.</li> <li>Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials.</li> <li>Consider their final outcome before making.</li> <li>Choose own resources and talk about their work.</li> <li>Enjoy playing with and using a variety of textiles and fabric.</li> <li>Decorate a piece of fabric using different implements, e.g. fabric pens, paints, sticking on buttons etc.</li> </ul>	

Year 1/2	Cycle A			Cycle B		
	Autumn (4 hours): Formal elements			Autumn (4 hours): Formal elements		
Year 1/2	<p><b>Theme: Still life</b></p> <p><b>Focus: Henri Rosseau</b></p> <p><b>Final Outcome: To observe and draw shapes from objects</b></p> <p><u>Key Learning:</u></p> <ul style="list-style-type: none"> <li>Learning that tone refers to the lightness or darkness of something</li> <li>Developing understanding of use of different tints and shades to create simple tone in their work</li> <li>Experimenting with pencils to create more complex tones - learning that different ways of holding a pencil affects the tone created</li> <li>Y2 :Using tone to create 3D form when drawing.</li> </ul>	<p><u>Explore:</u> To practise different types of lines with varying thickness.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>Exploring mark making</li> <li>Experimenting with line</li> <li>Applying tone to create form.</li> </ul> <p><u>Artists:</u> Henri Rosseau</p> <p><u>Create:</u> A still life observational drawing.</p>	<p><u>Resources:</u> Pencils Crayons Pens Charcoal</p> <p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> <li>variation</li> <li>implements</li> <li>texture</li> <li>annotate</li> <li>scale</li> </ul>	<p><b>Theme: Shape</b></p> <p><b>Focus: Self portraits</b></p> <p><b>Final Outcome: Children will create a self-portrait in the style of Freida Khalo.</b></p> <p><u>Key Learning:</u></p> <ul style="list-style-type: none"> <li>Creating portraits by controlling and defining their use of line for expression.</li> <li>Drawing lines with increased skill, awareness and control.</li> <li>Work on different scales.</li> </ul>	<p><u>Explore:</u> To draw a self-portrait</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>Developing control with control with art materials including blending pastels.</li> <li>Using 2D mathematical shapes to draw</li> <li>Encourage drawings of people to focus on more accurate observations of faces, limbs etc.</li> </ul> <p><u>Artists:</u> Freida Kahlo</p> <p><u>Create:</u> A self portrait in the style of Freida Khalo. Include opportunity to reflect on skills learned from explore and create.</p>	<p><u>Resources:</u> Pastels Chalk</p> <p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> <li>smudge</li> <li>repetition</li> <li>primary colours</li> <li>construct</li> <li>blend</li> </ul>

Year 1/2	Spring (6 hours) Mixed media			Spring (6 hours) Mixed media		
<p><b>Theme: Living things</b>  <b>Focus: Sculptures and collage</b></p> <p><b>Final Outcome: Design and create own mini beast</b></p> <p><u>Key Learning:</u></p> <ul style="list-style-type: none"> <li>Using a range of materials.</li> <li>Creating textured pieces</li> <li>Exploring shape</li> <li>To use a range of materials creatively to design and make products.</li> <li>To develop a wide range of art and design techniques in using shape, form and space.</li> </ul>	<p><u>Explore:</u>  Sketch a observational drawing of an mini beast</p> <p><u>Skills:</u>  -Design and draw own creature. Use recycled materials to create 3D creature based on 2D design.  - Go on a nature walk and collect natural materials. Create a 3D composition.</p> <p><u>Artist:</u>  Louise Borgeois (Spider sculpture)</p> <p><u>Create:</u>  -Use 2D creature design to make a clay sculpture. Children to paint designs onto creatures.</p>	<p><u>Resources:</u></p> <ul style="list-style-type: none"> <li>Shapes</li> <li>colours - coloured paper</li> <li>magazines</li> <li>Newspapers</li> <li>glue</li> <li>card</li> <li>Scissors</li> <li>recycled materials</li> <li>-natural materials</li> <li>clay</li> <li>paint</li> </ul> <p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> <li>arrange</li> <li>purpose</li> <li>texture</li> <li>textile</li> <li>comparison</li> <li>collection</li> <li>natural</li> <li>sculpture</li> </ul>	<p><b>Theme: Seaside</b>  <b>Focus: Textures</b></p> <p><b>Final Outcome:</b></p> <p><u>Key Learning:</u></p> <ul style="list-style-type: none"> <li>Impress and apply simple decoration techniques</li> <li>Explore working with a range of malleable materials</li> <li>Use a range of materials creatively to design and make products.</li> </ul>	<p><u>Explore:</u>Composition children consider where to place the horizon and tide lines within their artwork.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>Use a range of materials, from cardboard to foil, to replicate the textures found at the seaside</li> </ul> <p><u>Artist:</u> Renoir</p> <p><u>Create:</u></p> <ul style="list-style-type: none"> <li>Using watercolours, pupils create different tints, shades and hues to paint the background of their seaside scene</li> <li>Add seaside images with added detail and shading</li> </ul>	<p><u>Resources:</u></p> <ul style="list-style-type: none"> <li>A3 or A4 thick paper or card</li> <li>Pencils/ pens</li> <li>Scrap materials</li> <li>Blue cellophane</li> <li>Tin foil</li> <li>Cotton wool</li> <li>Collection of objects such as: cotton wool, buttons, beads, fabrics, sequins</li> <li>Sand, lentils, rice</li> <li>PVA glue and spreaders</li> <li>Scissors</li> <li>Watercolour paints</li> <li>Small pieces of sponge.</li> <li>Different sized brushes</li> <li>Poster paint in primary colours, black and white</li> <li>Palettes for colour mixing</li> </ul> <p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> <li>recycle</li> <li>malleable</li> <li>form</li> <li>manmade</li> <li>natural</li> </ul>	

Year 1/2	Summer: Colour			Summer: Colour		
	<p><b>Theme: Colour</b> <b>Focus: Colour mixing</b></p> <p><b>Final Outcome:</b> <b>A piece of work based on the style of Kandinsky.</b></p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>Learning the names of the primary colours and that they can be mixed to make secondary colours</li> <li>Explores Colour Mixing</li> <li>To use drawing, painting and sculpture</li> <li>to develop and share their ideas, experiences and imagination.</li> </ul>	<p><b>Explore:</b> Take children outside and allow them time to choose an area to into their sketch books or A3.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Developing their knowledge of primary colours</li> <li>Explore mixing the primary colours together to create a secondary colour. They will learn about colour wheels and how to create different shades of one secondary colour.</li> </ul> <p><b>Artist:</b> Kandinsky</p> <p><b>Create:</b> To produce a piece of work based on Kandinsky</p>	<p><b>Resources:</b> Powder paint Ready mixed paint</p> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Pallet</li> <li>Colour wheel</li> <li>Position</li> <li>Primary (colour)</li> <li>Light</li> <li>Dark</li> <li>Thick</li> <li>Thin</li> <li>Tone</li> <li>Warm</li> <li>Cold</li> <li>Shade</li> </ul>	<p><b>Theme: Colour</b> <b>Focus:</b></p> <p><b>Final Outcome: To create a print using two different printmaking techniques</b></p> <p><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>Choosing and justifying appropriate colours to reflect a theme and purpose</li> <li>Experiment with a variety of different brush sizes and with other painting tools, such as sponge brushes, objects.</li> </ul>	<p><b>Explore:</b> Children use lego to create their own prints; painting and stamping their blocks to create patterns, pictures and letters, using a variety of colours and sizes</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Explore composition by drawing around and overlapping 2D shapes to create</li> <li>an abstract composition,</li> <li>filling each shape with a</li> <li>different colour and medium.</li> <li>By mixing different hues of blue and yellow, children fill an outline of their hand with varying shades of green, decorating their piece with dots, zig-zags, stripes, wavy lines and shapes.</li> </ul> <p><b>Artist:</b> Louis Wain</p> <p><b>Create:</b></p> <ul style="list-style-type: none"> <li>Using shaving foam and ink children to paint the flames into the foam – tell them to press very lightly on the surface with their brushes.</li> <li>To create the beams of the Tudor houses use neoprene foam to the same length as the beams they have drawn on the paper. Then they can practise printing onto the plain white paper before printing onto the flames</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Paper for printmaking</li> <li>A4 paper (multiple sheets per pupil)</li> <li>Strong card</li> <li>Newspaper to cover tables</li> <li>Pencils</li> <li>A variety of drawing media</li> <li>Rulers</li> <li>PVA glue and spreaders</li> <li>Thin brushes (approximately size 4)</li> <li>Poster paints in: yellow, ochre, lemon yellow, brilliant yellow, brilliant blue, dark blue (ultramarine) and light cobalt blue</li> <li>Ready mixed paint for printing</li> <li>Black printing ink</li> <li>Drawing ink (or Brusho ink powder) in red, orange and yellow</li> <li>Print roller trays</li> <li>Rollers</li> <li>Shaving foam, enough to fill each print roller tray</li> <li>Neoprene foam or polystyrene</li> <li>2D shapes to draw around</li> <li>Lots of Lego or Duplo blocks</li> </ul> <p><b>Key Vocabulary:</b> Print Rubbing Smudge Image Reverse Shapes Surface Pressure Decoration Cloth Repeat Rotate Mon-print Two-tone print</p>



Year 3/4	Cycle A			Cycle B		
	Autumn (4 hours) Formal elements			Autumn (4 hours) Formal elements		
Year 3/4	<p><b>Theme: Drawing</b>  <b>Focus: Seeing shapes</b>  <b>Final Outcome:</b>  <b>Using an animal outline to illustrate tone within shapes</b></p> <p><u>Key Learning:</u></p> <ul style="list-style-type: none"> <li>• Different pencils create different effects</li> <li>• Knowing that 'tone' refers to the light and dark areas of an object or artwork.</li> <li>• Holding my pencil properly when shading</li> <li>• Applying the four rules of shading: Shading in ONE direction, creating smooth, neat, even tones, leaving NO gaps and ensuring straight edges</li> </ul>	<p><u>Explore:</u>  Finding shapes: Children go on a shape hunt around the school, identifying, drawing and labelling the different shapes that make up the objects they find.</p> <p><u>Skills:</u>  Geometry:  Taking a drinks can, children learn to first study an object to identify the simple geometric shapes it's made up of, before sketching out the details using light guidelines.  Experiment with four rules of shading.</p> <p><u>Artist:</u>  Joseph Wright of Derby</p> <p><u>Create:</u>  Continuing with their work on tone, pupils employ their patience to practice shading smoothly from light to dark, filling the outline and background of an animal template with tone, contrasting the background with the inside of the template</p>	<p><u>Resources:</u></p> <ul style="list-style-type: none"> <li>• HB pencils</li> <li>• Shading pencils</li> <li>• Colouring pencils</li> <li>• A4 Paper or sketchbooks</li> <li>• Scrap paper</li> <li>• A4 cartridge paper as required</li> <li>• Cameras or tablets for taking photo</li> <li>• Drinks cans</li> <li>• Rubbers</li> </ul> <p><u>Key Vocabulary:</u>  Geometric shapes  Sketching  Guidelines  3D form  Tone  Shading  Template</p> <p><u>Sketch Book:</u>  Using sketchbooks to generate ideas and observations</p>	<p><b>Theme: Drawing &amp; colour</b>  <b>Focus: Quentin Blakes drawings as an inspiration</b>  <b>Final Outcome: To create drawings of the human figure that look at activity and personality with clear intention</b></p> <p><u>Key Learning:</u></p> <ul style="list-style-type: none"> <li>• Develops drawing skills</li> <li>• Introduces life drawing</li> <li>• Explores seeing "big shapes" &amp; gestural drawing</li> <li>• Explores "intention"</li> <li>• Explores how drawing inspires making</li> <li>• Explores visual literacy</li> <li>• Connects to literature</li> </ul>	<p><u>Explore:</u>  Invite children to choose a small object. They are going to be using a pencil to create a continuous line drawing. Encourage children to look carefully at the object slowly, letting the eye travel along the surface.</p> <p><u>Skills:</u>  Controlled and intentional mark making. Teacher to act as model and the children had five minutes to do a continuous line study (with handwriting pens) of pose. Encourage to look for "<i>big, strong, shapes</i>", inviting them to find "<i>big triangles</i>".</p> <p>Repeat activity using simple straight lines and compare.</p> <p><u>Artist:</u> Looking at some drawings by Quentin Blake in which he purposely exaggerates certain characteristics of the body to convey a sense of action or intention.</p> <p><u>Create:</u>  Work in pairs. Each take turn to sit in a pose (e.g. sat cross legged) for 5 minutes for partner to study using simple straight lines. First putting down pen marks first and then making a watercolour wash in a single colour after.</p>	<p><u>Resources:</u>  -An object to draw near each child, such as a shell, feather, leaf etc  - Water colours  - HB pencils  - Handwriting pen</p> <p><u>Key Vocabulary:</u>  Continuous line  Figure</p> <p><u>Sketch Book:</u>  Using sketchbooks for planning and refining ideas</p>



Year 3/4	Spring (6 hours) Mixed media			Spring (6 hours) Mixed media		
	<p><b>Theme: Environment</b> <b>Focus: Sculpture</b></p> <p><b>Final Outcome:</b> Using themes of great sculptures to create environmental theme sculpture.</p> <p><u>Key Learning:</u></p> <ul style="list-style-type: none"> <li>• There is a difference between 2D and 3D art.</li> <li>• There are limitations and possibilities in 3D art. People have different views about different styles of sculpture.</li> <li>• Sculpture techniques translate to architectural details – bas relief, decorative covering, carved columns.</li> </ul>	<p><u>Explore:</u> Watch a clip from <i>Stomp</i>. Children to explore the ways they could use recyclable materials to make percussion instruments.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• Showing creativity in their choice of materials and composition</li> <li>• Making art from recycled materials</li> </ul> <p><u>Artist:</u></p> <ul style="list-style-type: none"> <li>• Soakri Douglas Camp. Exploring the work of this talented sculptor, pupils use themselves as an active part of their own sculptures.</li> <li>• El Anatsui: His use of recycled African materials highlights that there are some places in the world where people have to re-use materials out of necessity, rather than as a choice.</li> </ul> <p><u>Create:</u> To create a sculpture inspired by El Anatsui and Soakri Douglas Camp. Using the magazines and newspaper cutting to develop sense of self as part of these sculptures.</p>	<p><u>Resources:</u></p> <ul style="list-style-type: none"> <li>• A1 sugar paper</li> <li>• Black A1 card</li> <li>• Selection of musical instruments</li> <li>• Recycled materials e.g. plastic bottles with lids (250ml – 5 litre), cardboard packaging, cans, magazines, newspapers.</li> <li>• Drumsticks/beaters</li> <li>• Masking tape</li> <li>• Paints and brushes</li> <li>• White wax crayons, wax resist sticks or white candles</li> <li>• Fabric</li> <li>• Water-based paint in primary and secondary colours.</li> </ul> <p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• Viewpoint</li> <li>• Detail</li> <li>• Decoration</li> <li>• Recycle</li> <li>• Form</li> <li>• Two-dimensional</li> <li>• Three-dimensional</li> <li>• Texture</li> </ul> <p><u>Sketch Book:</u> Expressing thoughts and observations in sketchbooks</p>	<p><b>Theme: Painting with scissors</b> <b>Focus: Collage &amp; Printing</b></p> <p><b>Final Outcome:</b> Drawing with scissors: Inspired by Matisse</p> <p><u>Key Learning:</u></p> <ul style="list-style-type: none"> <li>• Develops printing, drawing and collage skills</li> <li>• Enables an interpretation and exploration of, and a creative response to an artwork</li> <li>• Explores visual literacy</li> </ul>	<p><u>Explore:</u></p> <ul style="list-style-type: none"> <li>• Look at the picture <i>Penelope with the Suitors</i>. With felt tip pens on large flip chart paper, pupils drew objects that they identified as key features in the painting which they studied. Continuous line drawing encouraged</li> </ul> <p><u>Skills:</u> Decide on a selection of six colours that complemented each other. Chosen colours to be matched and mixed in batches, using poster colours and white emulsion that gave a chalky quality, then A3 papers are painted.</p> <p><u>Artist:</u> Matisse. The children watched a brief film about Matisse as he cut giant leaf shapes with shears.. Children encouraged to use discarded shapes left behind from their peers' cuttings. All to be glued and presented on white A3 paper.</p> <p><u>Create:</u> Composition: Working collaboratively, using photocopies of continuous line drawings from explore session and Artist session.</p>	<p><u>Resources:</u></p> <ul style="list-style-type: none"> <li>• Felt tip pens</li> <li>• Flip chart paper</li> <li>• Poster paints</li> <li>• Mixing pallets</li> <li>• Inks</li> <li>• A3 paper</li> </ul> <p><u>Key Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• Continuous line</li> <li>• Emblem</li> <li>• Motif</li> <li>• Ornamentation</li> <li>Stylised Swatches</li> <li>• Composition</li> <li>Overlap</li> <li>• Scale</li> </ul> <p><u>Sketch Book:</u> Recording ideas for materials and composition</p>

Year 3/4	Summer: Colour		Summer: Colour			
	<p><b>Theme: Pre-historic Art</b>  <b>Focus: Creating a natural colour pallet</b></p> <p><b>Final Outcome:</b></p> <p><u>Key Learning:</u></p> <ul style="list-style-type: none"> <li>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design</li> <li>About great artists, architects &amp; designers in history</li> </ul>	<p><u>Explore:</u>  Children are introduced to cave art and reflect upon the purpose of the drawings before working on developing their sense of proportion in drawing of animals.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>Children scale up their drawings from the previous lesson and use a different medium, charcoal, in their work.</li> <li>Identify and collect coloured natural items to paint with. Investigate which natural items make the most successful colours Create paints using all natural ingredients as cave artists did.</li> </ul> <p><u>Artist:</u>  Diego Velázquez painting Old Woman Cooking Eggs to illustrate tints and shades of colour.</p> <p><u>Create:</u>  Children paint their prehistoric animal picture that they drew earlier in the topic.</p>	<p><u>Resources:</u></p> <ul style="list-style-type: none"> <li>HB pencils</li> <li>Natural materials found on school grounds (e.g. leaves, soil etc).</li> <li>Sketchbooks</li> <li>Natural products to supplement the children's</li> <li>Coloured spices such as turmeric, paprika, cinnamon</li> <li>Flour</li> <li>Water</li> <li>Brushes</li> </ul> <p><u>Key Vocabulary:</u>  Abstract  Natural  Bold  Delicate  Detailed  Colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise  Watery  Intense  Strong  Opaque  Translucent</p> <p><u>Sketch Book:</u>  Making records of experiments with various materials</p>	<p><b>Theme: Fauvism</b>  <b>Focus: Landscapes</b></p> <p><b>Final Outcome: To create a landscape in the style of Fauvism</b></p> <p><u>Key Learning:</u></p> <ul style="list-style-type: none"> <li>Colour is the focus of Fauvism.</li> <li>Different brush strokes result in the impact of the finished painting.</li> <li>Images can be collected and used as inspiration.</li> </ul>	<p><u>Explore:</u>  Explore mark making by experimenting with flat and round brushes. Explore ideas for creating their own landscapes.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>Recognise the features and genre of landscape painting – composition, elements, structure.</li> <li>Use a limited palette to extend their knowledge of colour mixing, textures and mark making– adding white or black to blue, red or yellow to produce a range of tones and shades.</li> </ul> <p><u>Artists:</u>  About the works of Fauve artists including Derain, Matisse, Vlaminck and Braque.</p> <p><u>Create:</u>  Explore ideas for creating their own landscapes in the style of Fauvism.</p>	<p><u>Resources:</u></p> <ul style="list-style-type: none"> <li>Round head paint brushes (varied size)</li> <li>Flat head paint brushes (varied size)</li> <li>Water colour pallets</li> <li>Powder paints</li> <li>Mixing pallets</li> <li>Wax crayons</li> </ul> <p><u>Key Vocabulary:</u>  Scenery  Rural  Urban  Townscape  Seascape  Representational  Imaginary  Impressionist  Abstract  Idealised  Natural  Swirling  Stippled  Transparent  Opaque  Foreground  Background  Middle ground  Horizon</p> <p><u>Sketch Book:</u>  Developing skill and technique using various media in sketchbooks</p>

Year 5/6	Cycle A			Cycle B		
	Autumn (4 hours): Drawing			Autumn (4 hours): Drawing		
Year 5/6	<p><b>Theme: Architecture</b> <b>Focus: Houses</b></p> <p><b>Final Outcome:</b> <b>To design a building based on a theme or to suit a specified purpose</b></p> <p><u>Key Learning:</u> as a starting point that may lead into work with other media draw architectural forms to satisfy ideas and intentions</p>	<p><u>Explore:</u> Draw a house from observation; interpreting the details accurately and drawing what they see rather than what they think it looks like.</p> <p><u>Skills:</u> Look at, and talk about, shape and pattern within their own environment. Recognise different functions of drawing and the purpose of drawing in the wider world</p> <p><u>Artist:</u> Learn about the life and work of Hundertwasser. Using images of Hundertwasser's work to influence house designs.</p> <p><u>Create:</u> Ask the children to imagine themselves as an architect that has been given the job of designing a brand-new building. For example, a stadium inspired by ancient amphitheatres. -Design a monument to a famous person or event in history.</p>	<p><u>Resources:</u> House Images resource Sketchbooks Wide range of drawing pencils Rubbers Coloured pens Black fine line pens A3 paper</p> <p><u>Key Vocabulary:</u> Motif Viewpoint Distance Direction Angle Perspective Bird's eye view Alter Modify Interior Exterior Natural form Vista Panorama Image Subject</p> <p><u>Sketch Book:</u> Use a sketchbook to record ideas, observations and imaginative drawings using a range of strategies.</p>	<p><b>Theme: Identity</b> <b>Focus: Still life</b></p> <p><b>Final Outcome:</b></p> <p><u>Key Learning:</u></p> <ul style="list-style-type: none"> <li>Select from a range of drawing tools and use with increased control to create a specific effect a distorted or blurred image.</li> <li>Use drawing as a starting point that may, or may not, be taken forward into work with other media designing, planning or producing a sketch</li> </ul>	<p><u>Explore:</u> Using a selection of objects meaningful to them, children learn the subtle art of composition, sketching as they go.</p> <p><u>Skills:</u> Learning to see light and shade in a new way, children pick out the shapes of their composition using erasers on a lightly greyed out background.</p> <p><u>Artist:</u> Carmago Using the same arrangement as last lesson, pupils draw inspiration from the abstract artist Camargo and use charcoals to create a new still life piece.</p> <p><u>Create:</u> After looking at still life paintings from Cezanne, pupils mix and use paint to bring colour to their still life with a range of tints and hues.</p>	<p><u>Resources:</u> Meaningful objects to pupils A wide range of drawing pencils Rubbers Charcoal Water colours Mixing pallets Paint brushes (round and flat head)</p> <p><u>Key Vocabulary:</u> Viewpoint Weight Composition Off-center Near Distance Proportion Foreground Scale Angle Repetition Variation Shade Brushstroke Negative Perspective</p> <p><u>Sketch Book:</u> Select from a range of drawing tools and use with increased control to create a specific effect.</p>

Year 5/6	Spring (6 hours): Mixed media			Spring (6 hours): Mixed media		
	<p><b>Theme: Community</b> <b>Focus: Printmaking</b></p> <p><b>Final Outcome:</b> <b>A print house village</b></p> <p><u>Key Learning:</u> -Make progress in their ability to describe and model form and space in 3D using a range of materials. -Constructing images through various methods to further their knowledge and understanding -Developing knowledge and understanding of texture through practical making activities</p>	<p><u>Explore:</u> Creating printing blocks: Look closely at roof tiles, bricks, pavements, shapes of doorways. -Press-print (quick-print) is the easiest method and the blocks can be small as they will be repeated. Create prints with two overlays.</p> <p><u>Skills:</u> -Colour mixing and creating pallets ready for printing blocks. --Using repeated prints onto A3 card.</p> <p><u>Artist:</u> Judith Ann Baun Supplemented by: Hand printing Ancient Cave paintings</p> <p><u>Create:</u> Draw stencil of house onto card. These can be transferred to the prints ready to assemble the houses</p> <p>Photographing and Editing. The houses can be photographed together in a cluster. They can be photographed on mirrors to explore reflection.</p>	<p><u>Resources:</u></p> <ul style="list-style-type: none"> <li>• Poster paints, white emulsion and brushes or sponge</li> <li>• Marker pens</li> <li>• Block printing ink, roller and board</li> <li>• Materials for printing blocks and glue or glue gun – erasers, polystyrene packaging, foam, cereal box card, potatoes. Any old printing blocks can be re-used,</li> <li>• Scissors</li> <li>• A3 cartridge paper or thin card.</li> <li>• Craft knife/cutting board (gyro cut- a safer method of cutting paper shapes)</li> <li>• Phone or camera – computer with Microsoft Office.</li> </ul> <p><u>Key Vocabulary:</u> Press print Aesthetic Pattern Motif Rotation Reflection Symmetrical Repetition 3D</p> <p><u>Sketch Book:</u> Working collaboratively to explore ideas for meeting a design brief</p>	<p><b>Theme: Ceramics</b> <b>Focus: Fruit tiles</b></p> <p><b>Final Outcome:</b> <b>To create a fruit inspired-tile</b></p> <p><u>Key Learning:</u> - Creating 3D forms in clay Developing drawing and painting skills</p>	<p><u>Explore:</u> Cut open a selection of fruits/vegetables to see the inside and all the colours and textures. Using the drawing materials, try to explore re-creating the colours, patterns and textures.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• Observational drawing</li> <li>• Drawing from perspective</li> <li>• Collect ideas for work in sketchbooks - including photographs, colour swatches and combinations of textiles</li> </ul> <p><u>Artist:</u> Caravaggio</p> <p><u>Create:</u></p> <ul style="list-style-type: none"> <li>• make a viewfinder from four strips of paper or card and then use the viewfinder to focus on areas of drawings to inspire tiles. Trace this area of the picture.</li> <li>• Use your drawings and the sections from the viewfinder as a guide and use the texture tools to impress lines and patterns based on viewfinder segment.</li> <li>• Seal tile with acrylic paint (slip). hen the slip is starting to dry you can use sgraffito tools to scratch into the slip to add pattern and detail.</li> </ul>	<p><u>Resources:</u></p> <ul style="list-style-type: none"> <li>• Selection of fruits and vegetables, knife, cutting mat, paper towels.</li> <li>• Drawing materials: charcoal, pencil, chalks, pastels, paper, card, tissue paper, scissors.</li> <li>• Cardboard and scissors to make template and a viewfinder. Camera, photocopier or tracing paper.</li> <li>• Clay, rolling pins, clay knives, boards, plastic bags, sponges, water pots, brushes; slips if adding colour to tiles. A range of tools for adding texture to the clay, toothbrush and water for joining clay onto your tile.</li> <li>• Acrylic paint if you don't have access to a kiln. Acrylic paint if you don't have access to a kiln</li> </ul> <p><u>Key Vocabulary:</u> Line Shape Position Gesture Proportion Balance Patterns Impress</p> <p><u>Sketch Book:</u> • Extending and articulating their knowledge of pattern from multiple sources to create</p>

						sophisticated original artwork • Sketching the key shapes objects from different angles when drawing still life.
<b>Year 5/6</b>	<b>Summer: Colour</b>			<b>Summer: Colour</b>		
	<p><b>Theme: A closer look</b> <b>Focus: Scaled up designs</b></p> <p><b>Final Outcome: A scaled up</b></p> <p><u>Key Learning:</u></p> <ul style="list-style-type: none"> <li>Developing an increasing sophistication in the use of tone to describe objects when drawing from observation. Analysing and evaluating an artists' use of tone.</li> </ul>	<p><u>Explore:</u> Based on Paul Klee's belief that "a drawing is simply a line going for a walk", children take a black and white photocopy of a textured material centred on an A3 page and using a pencil, extend the drawing outwards, drawing in any tones they see.</p> <p><u>Skills:</u> Sourcing pictures, photos and illustrations, they practice sketching their images before producing a final drawing.</p> <p><u>Artist:</u> Paul Klee</p> <p><u>Create:</u> Arrange a collection of sweet wrappers to draw, firstly sketching a basic outline of each to get the layout and proportions right and then adding the detail of the lettering, shapes and illustrations before colouring it in. Children trace a section of the collage they drew and then scale it up. Finally children paint the scaled up part of the collage.</p>	<p><u>Resources:</u> A3 paper A3 squared paper Range of drawing pencils Colouring pencils Poster paint Flat head and round head paint brushes Water pots Scissors Glue Examples of knitting, sewing, weaving and other textured materials.</p> <p><u>Key Vocabulary:</u> Dabbed Scraped Dotted Stroked Textured Flat Layered Opaque Translucent Intense Representational Sketch Collage Texture</p> <p><u>Sketch Book:</u> Look at, and talk about, shape and pattern within their own environment. Recognise different functions of drawing and the purpose of drawing in the wider world</p>	<p><b>Theme: Impressionism</b> <b>Focus: Monet and the impressionists</b></p> <p><b>Final Outcome:</b></p> <p><u>Key Learning:</u> -Develop proficiency with using: watercolours &amp; colouring pencils -Develop a painting from a drawing Identify primary, secondary, complementary and contrasting colours. - Begin to use simple perspective with a focal point and horizon. -Develop awareness of composition, scale and proportion -Develop an individual style using tonal contrast and mixed media</p>	<p><u>Explore:</u> Children will be given a brief overview of what the art establishment in France was like before the Impressionist movement began.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>To identify the features and style of Impressionist painting. They can then create their own landscape paintings in the style of Monet.</li> <li>Consider how Monet used colour to depict different times of the day in the 'Haystack' series'.</li> </ul> <p><u>Artist:</u>Claude Monet</p> <p><u>Create:</u> Look at the later years of Monet's life, looking at the famous paintings he created in his garden at Giverny. They will consider the impact his cataracts had on his artwork and find out how he felt about his work in his later life. They can then create his 'Water Lilies' series as part of a class project or interpret the Giverny garden in their own way.</p>	<p><u>Resources:</u></p> <ul style="list-style-type: none"> <li>paint brushes (varied size)</li> <li>Flat head paint brushes (varied size)</li> <li>Water colour pallets</li> <li>Mixing pallets</li> </ul> <p><u>Key Vocabulary:</u> Traditional Modern Abstract Imaginary Natural Made Inanimate Composition Arrangement Complimentary Tonal Shading</p> <p><u>Sketch Book:</u> Recreating colours used by impressionist painters.</p>