

Staniland Academy Art Overview



	Autumn	Spring	Summer
EYFS	<p>Drawing Collage</p>	<p>Drawing Painting Van Gough</p>	<p>3D Sculpture Printing</p>
Year 1	<p>Drawing— self portraits Pencil charcoal pastel chalk Pablo Picasso</p>	<p>Sculpture—creating clay dinosaurs Nick Park</p>	<p>Digital Imagery ICT image and manipulation software Henri Matisse</p>
Year 2	<p>Printing—exploring dye and textiles Hugo Pineda</p>	<p>Painting—classic depiction of castles Jospeh Turner</p>	<p>Textiles—weaving threading using ropes and textiles Annie Albers</p>
Year 3	<p>Painting and collage—using colour wash techniques inspired by our ancestors cave paintings Stephen Doak</p>	<p>Landscapes Using pastels to draw landscapes using artists' inspiration Jules Tavernier</p>	<p>Sculpture (Mosaics) Boris Anrep</p>
Year 4	<p>Textiles—learning to use Anglo Saxon 'branch' weaving techniques Kaci Smith</p>	<p>Pencil drawing and painting— develop knowledge of depth and tone to depict mountains. Claude Monet</p>	<p>Printing- Applying knowledge of Shang Dynasty and printing techniques to design and build tiles for printing unique designs influenced by the pharaohs Die Brucke</p>
Year 5	<p>Painting—Applying knowledge of the impression and pointillism to create an aquatic water colour George Seurat</p>	<p>3d sculpture and collage— application of knowledge of the Mayan culture to design and create papier Mache masks Joel Garcia</p>	<p>Pencil drawing—exploring the human body through lines and movement influenced by observations from the Ancient Greeks. Leonardo Da Vinci</p>
Year 6	<p>Printing & textiles— applying the influence of William Morris into individual textile pattern design William Morris</p>	<p>Drawing and Painting—applying knowledge of landscapes, silhouette and perspective to create a wartime masterpiece Karl Johnson</p>	<p>Digital imagery—combining knowledge of digital manipulation with the influence of pop art to create unique art work Andy Warhol</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS!	PEOPLE THAT HELP US!	COME OUTSIDE!	TICKET TO RIDE!
EXPRESSIVE ARTS AND DESIGN	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	Drawing	Collage	Drawing	Painting	3D Sculpture	Printing
	<p>Self-portraits drawing with paint, junk modelling, take picture of children’s creations and record them explaining what they did.</p> <p>Scissors and gluing/connecting skills Loose parts art faces Provide opportunities to work together to develop and realise creative ideas.</p> <p>Design & Technology Cooking and Baking skills</p> <p>To be able to define healthy and unhealthy foods. To be able to explain why it is important to eat healthily. To be able to name favourite foods.</p>	<p>Use different textures and materials to make houses for the three little pigs.</p> <p>Character collage group projects.</p> <p>Look at Eric Carle for collage and Matisse</p> <p>Firework pictures, Christmas decorations, Christmas cards.</p> <p>Fire works collage</p> <p>Design & Technology</p> <p>Cooking and baking skills</p> <p>To be able to hold knife safely to cut ingredients. To be able to prepare ingredients for a simple recipe by chopping and cutting.</p>	<p>Animal prints / Designing homes for hibernating animals in a box</p> <p>Drawing animals/ Children will be encouraged to select the tools and techniques they need to assemble materials that they are using. Oil pastels, pencils, charcoal Making lanterns, Chinese writing, puppet making, Shadow Puppets Matisse – The Snail</p> <p>Design & Technology Textiles</p> <p>To be able to safely use and explore a variety of materials, tools, and techniques., experimenting with colours, design, texture, form and function Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Mother’s Day crafts Easter crafts</p> <p>Mixing colours</p> <p>Using water colours</p> <p>Observational drawing/ painting from a photo. E.g. fire engine</p> <p>Drawings/painting of daffodils</p> <p>Kandinsky – Circles</p> <p>Design & Technology</p> <p>Textiles</p> <p>To be able to share their creations, explaining the process they have used</p>	<p>Make different textures; make patterns using different colours Pastel drawings, printing, patterns, Life cycles Flowers-Sun flowers observational drawings 3D paper flowers Artwork themed around Eric Carle The Seasons – Art.</p> <p>Stary night and Sunflowers- Van Gogh</p> <p>Design & Technology Building</p> <p>To be able to make imaginative and complex ‘small worlds’ with blocks and constructions kits, such as city, with different buildings and a park. To be able to explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>To be able to develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p>	<p>Design and make rockets. Design and make objects they may need in space, thinking about form and function.</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Provide children with a range of materials for children to construct with. Father’s day- Print tile rockets</p> <p>Design & Technology Building</p> <p>Encourage children to encourage features in the natural world defining colours shapes textures and smells. Visit galleries and museums to generate inspiration</p> <p>Exploring farm (Farm trip, Farm resources,) Exploring woods (trees, leaves) Town (looking at the town features)</p>
<p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p><i>Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i></p> <p>Composer of the Term</p>	<p>Roleplay home corner to stay all year Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas. Sing call-and-response songs, so that children can echo phrases of songs you sing. Join in with songs; join in with role play games and use resources available for props; build models using construction equipment. Nativity Songs</p> <p>Charanga Unit: Me! Scarves</p>	<p>Listen to music and make their own dances in response.</p> <p>Christmas songs/poems</p> <p>Wriggly Nativity</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party’s and Celebrations Role Play of The Nativity</p> <p>Charanga Unit: My Stories</p> <p>Glockenspiels</p>	<p>Chinese music and composition Learn a traditional African song and dance and perform it / Encourage children to create their own music Music to represent animals Roleplay- Pets add vets To be able to make use of props and materials when role playing characters in narratives and stories</p> <p>Charanga Unit: Everyone! IPad Glockenspiels</p>	<p>Role play a range of jobs,</p> <p>Charanga Unit: Our World</p> <p>Boom Whackers</p> <p>Castanets</p>	<p>Home Corner role play</p> <p>Provide a wide range of props for play which encourage imagination</p> <p>Charanga Unit: Big Bear Funk Saers</p>	<p>Exploration of other countries – dressing up in different costumes. Retelling familiar stories Creating outer of space pictures</p> <p>Charanga Unit: Reflect, Rewind and Replay Glockenspiels</p>
BEING IMAGINATIVE						

Year 1 Term	Autumn	Spring	Summer
Theme N.C PoS TO KNOW	Drawing — self portraits Pencil charcoal pastel chalk <ul style="list-style-type: none"> To know how to use techniques such as colour, pattern, texture, line, shape, form and space to create drawings To know how to drawing to show their ideas and imagination To know how to compare their own drawings looking at the work of others, and a range of artists 	Sculpture —creating class fossils To know how to use a range of materials creatively to make products To know how to explore and discover artefacts from the past and use these to develop their art ideas To know how to sculpture skills to create their ideas To know how to evaluate your own work describing art skills used	Collage —ICT image and manipulation software <ul style="list-style-type: none"> To know how artists use the elements of art to create an effect and to help convey their intent; and how artists and designers have helped shape our history To know about the different components of art – line, shape, colour, form, texture and space. To know what is meant by balance, contrast, emphasis, movement, pattern and variety in art and how to create these. To know how to produce creative works in a variety of media, exploring their ideas and recording their experiences.
Skills to be covered TO BE ABLE TO	Generic skills—to be encouraged throughout work and included in planning specifically where appropriate Record and explore ideas from first hand observations Ask and answer questions about the starting points for their work Identify what they might change in their current work Develop their ideas – try things out, change their minds Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. Review what they and others have done and say what they think and feel about it.		
	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 Lines and marks Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Use differently textured and sized media. Shape Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. Tone Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc. Texture Investigate textures by describing, naming, rubbing, copying.	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. build a textured tile	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 Work on different scales 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 Explore ideas using digital sources i.e. internet, CD-ROMs Record visual information using digital cameras, video recorders etc. Use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas Create colours and texture using simple filters to manipulate and create images Use basic selection and cropping tools
Resources (Texts/Visual Resources)	Pencils, pastels, chalks, rubbers, felt tips, charcoal, range of paper, https://www.bbc.co.uk/teach/class-clips-video/how-to-draw-a-portrait/zk28qp3 https://www.kidcandoodle.com/10-famous-faces/ https://www.youtube.com/watch?v=aPHKjVLix7M		Little People, Big Dreams: Georgia O’Keeffe:

Year 2 Term	Autumn	Spring	Summer
Theme N.C PoS TO KNOW	<p>Printing—exploring dye and textiles</p> <ul style="list-style-type: none"> • To know how to use a range of materials to create their own product (a stamp) • To know about and explore the work of craft makers and stamp designers, describing the similarities and differences • To know how to make links about your own work art work compared to other artists • To know how to create designs using texture, line, shape, form and space to create a stamping product. 	<p>Painting—classic depiction of castles</p> <ul style="list-style-type: none"> • To know how to use paint to share your ideas, experiences and imagination • To know how to use different component of art– line, colour, pattern, texture • To know how to explore a range of art work comparing recent paintings with those from our past, commenting on similarities and differences • To know how to evaluate your own art work commenting on artistic skill and using artistic language 	<p>Textiles—weaving threading using ropes and textiles</p> <p>To know how artists use the elements of art to create an effect and to help convey their intent; and how artists and designers have helped shape our history</p> <p>To know about the different components of art – line, shape, colour, form, texture and space.</p> <p>To know how to apply knowledge of basic sewing to apply a decoration (bead, button, shell, etc.) to their hanging.</p> <p>To know how to review my progress and how to analyse my success in my knowledge of both colour and weaving technique.</p>
Skills to be covered TO BE ABLE TO	<p>Generic skills—to be encouraged throughout work and included in planning specifically where appropriate</p> <p>Record and explore ideas from first hand observations</p> <p>Ask and answer questions about the starting points for their work</p> <p>Develop their ideas – try things out, change their minds</p> <p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities</p>		
	<p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge</p> <p>Make simple marks on rollers and printing palettes</p> <p>Take simple prints i.e. mono -printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils</p> <p>Build repeating patterns and recognise pattern in the environment Create simple printing blocks with press print</p> <p>Design more repetitive patterns Colour Experiment with overprinting motifs and colour</p> <p>Texture Make rubbings to collect textures and patterns</p>	<p>Use a variety of tools and techniques including different brush sizes and types</p> <p>Mix and match colours to artefacts and objects</p> <p>Work on different scales</p> <p>Experiment with tools and techniques e.g. layering, mixing media, scrapping through</p> <p>Name different types of paint and their properties</p> <p>Colour Identify primary colours by name Mix primary shades and tones</p> <p>Texture Create textured paint by adding sand, plaster</p>	<p>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</p> <p>Apply shapes with glue or by stitching Apply decoration using beads, buttons, feathers etc</p> <p>Create cords and plaits for decoration</p> <p>Colour Apply colour with printing, dipping, fabric crayons</p> <p>Create and use dyes i.e. onion skins, tea, coffee</p> <p>Texture Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</p>
Resources (Texts/Visual Resources)	IWB ,Paper with blank colour wheel on. Powder paint-red, yellow, blue Paint Pallets, Paint brushes, Water Pots , Fabric (hanky), Dyes, Rubber bands, IWB, buckets Blank colour strips, Green, black, white paint Paper cotton buds, Colour hunt sheet Natural powders, Water, Pots, Spoons, Blank rainforest outline	Watercolours, sketching pencils, paper, paint brushes	Wool Drilled shells for embellishment (Approx. £2 for 30). Pre-made weaving cards (These need to be sturdy) – Available from Baker Ross, ESPO, etc.

Year 3 Term	Autumn	Spring	Summer
<p>Theme N.C PoS</p> <p>TO KNOW</p>	<p>Painting and collage—using colour wash techniques inspired by our ancestors cave paintings</p> <ul style="list-style-type: none"> • To know how to develop techniques in controlling a range of materials with creativity, experimentation (paints, colour, pencils and mark making tools) • To know how to create sketch book images • To know how to use a range of materials to create art work • To know about history relevant to their art work which will influence their creativity, ideas and imagination • To know how to evaluate art work analysing skills which have developed and techniques which have worked well 	<p>Drawing—landscapes</p> <ul style="list-style-type: none"> • To know how to use a sketch book to record ideas about what you have seen and use them to develop ideas • To know how to use a range of art techniques to draw using a range of materials - pencil ,charcoal, chalk and pastel o compare ideas, methods and approaches in other’s work about materials and processes and how these can be matched to ideas and intentions • To know how to develop use of a material to create a drawing • To know about a range of artists who draw landscapes • To know how to evaluate own work by identifying aspects of technique which have been successful 	<p>Sculpture (Mosiacs)</p> <ul style="list-style-type: none"> • To know about the historical and cultural development of art forms (mosaics investigating, discovering where they have been found and what they depicted.) • To know about the significance of mosaics as primary historical sources - ie what can be learned about past civilisations from looking at their mosaics, including understanding the role of archaeologists • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials, for example pencil, charcoal, paint and clay • To know how to experiment and with increasing awareness design different kinds of art, crafts and design. • To know how to review progress, analysing success in application of knowledge of both Roman design and mosaic technique
<p>Skills to be covered</p> <p>TO BE ABLE TO</p>	<p>Generic skills—to be encouraged throughout work and included in planning specifically where appropriate</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>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>Resources (Texts/Visual Resources)</p>	<p>Paint, water, water, colours, paper, block colour paints</p> <p>Paint brushes of different sizes</p>	<p>Pencils, crayons, chalk , charcoal, rubbers, paper, range of artist work who create landscape images.</p>	<p>Printing stick x90 – wooden stick with end 1cm x 1cm square</p> <p>Paint, Small card board squares for designing ,Pva GLUE</p> <p>Stanley knife ,Mini Tiles: https://www.ebay.co.uk/itm/1cm-Bargain-Mini-Mosaic-Tile-Hobby-pack-22-Colours-22-Sheets-1782-Tiles-/230757945984</p> <p>or https://www.bakerross.co.uk/mosaic-tile-coaster-kit?&gclid=EAIaIQobChMIInaqF0sTa5wIVvvhRCh3trwahEAQYAIBEGLExvD_BwE</p> <p>Wooden ‘blanks’ https://www.ebay.co.uk/itm/Wooden-bases-Coaster-Blanks-3mm-MDF-10x10cm-Bargain-packs-Cheapest-on-eBay/332549494481?hash=item4d6d7e96d1:m:mafDs6kZaRShKW08qnoUyav</p>

Year 4 Term	Autumn	Spring	Summer
Theme N.C PoS	<p>Textiles Weaving—learning to use Anglo Saxon ‘branch’ weaving techniques</p> <ul style="list-style-type: none"> • To know how to improve their skills in design techniques relevant to weaving pattern and design • To know how to control a range of materials (weaving boards and materials) to develop their ideas and imagination • To know about a range of weaving techniques, designs of weaving and their history 	<p>Pencil drawing and painting– develop knowledge of depth and tone to depict coastal Britain</p> <ul style="list-style-type: none"> • To develop techniques in controlling a range of materials (paints, pencils and mark making materials) with creativity, experimentation • To know how to create sketch book images • To know how to use a range of materials to create art work (brushes, waters, paints, mark making tools) • To know about history relevant to their art work which will influence their creativity, ideas and imagination • To know how to evaluate art work analysing skills which have developed and techniques which have worked well 	<p>Printing- Applying knowledge of Egyptian symbols and printing techniques to design and build tiles for printing unique designs influenced by the pharaohs</p> <ul style="list-style-type: none"> • To know how to use techniques, including their control and use of materials • To know about a range of artist and designers in history relevant to printing and use this knowledge to influence their creativity, experimentation and design • To know about the historical artists, designers and architects who created Egyptian symbols and the influences made by the pharaohs • To create sketch books to record their observations and use them to review and revisit ideas • To know how to use printing tools and techniques to improve their mastery of art and design techniques (printing). • To know how to evaluate and analyse the range of art skills used and analyse their effectiveness
Skills to be covered	<p>Generic skills—to be encouraged throughout work and included in planning specifically where appropriate</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>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>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</p> <p>use collage as a means of collecting ideas and information and building a visual vocabulary</p> <p>(Textiles)Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Match the tool to the material</p> <p>Develop skills in stitching, cutting and joining</p> <p>Experiment with paste resist.</p>	<p>Work from a variety of sources including observation, photographs and digital images.</p> <p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Lines, Marks, Tone, Form and Texture Use dry media to make different marks, lines, patterns and shapes within a drawing. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Develop a painting from a drawing</p> <p>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 Colour Mix and match colours to create atmosphere and light effects</p> <p>Be able to identify primary secondary, complementary and contrasting colours. Work with complementary colours</p>	<p>Create printing blocks using a relief or impressed method</p> <p>Create repeating patterns</p> <p>Print with two colour overlays</p>
Resources (Texts/Visual Resources)	<p>Egyptian Book of the Dead, Thebes, Egypt.</p> <p>Painted and inscribed papyrus.</p> <p>https://www.dailyscanner.com/egyptian-symbols-meanings/</p> <p>Use the following website to generate their name in Heiroglyphics:</p> <p>https://www.penn.museum/cgi/hieroglyphsreal.php</p> <p>Can they spot any of the letters in their name on the tomb paintings / artefacts studied</p>		

Year 5 Term	Autumn	Spring	Summer
<p>Theme N.C PoS</p> <p>TO KNOW</p>	<p>Painting—Applying knowledge of the impression and pointillism to create an aquatic water colour</p> <ul style="list-style-type: none"> • To develop techniques in controlling a range of materials (paints) with creativity, experimentation • To know how to create sketch book images • To know how to use a range of materials to create art work (brushes, waters, paints, mark making tools) • To know about history relevant to their art work which will influence their creativity, ideas and imagination • To know how to evaluate art work analysing skills which have developed and techniques which have worked well 	<p>3d sculpture and collage— application of knowledge of the Mayan culture to design and create papier Mache masks</p> <ul style="list-style-type: none"> • To know about the historical and cultural development of art forms (mayan sculptures, masks and aretfacts) • To know about the significance of historical Mayan artists and designers and use these to influence their own imagination and designs • To improve their mastery of art and design techniques, including sculpture with a range of materials • To know how to experiment and with increasing awareness design different kinds of art, crafts and design. • To know how to review progress, analysing success in application of knowledge of both Roman design and mosaic technique 	<p>Pencil drawing—exploring the human body through lines and movement influenced by observations from the ancient gods.</p> <ul style="list-style-type: none"> • To know how to develop techniques in controlling a range of materials (pencils, chalks, charcoals) with creativity, experimentation • To know how to create sketch book images • To know how to use a range of materials to create art work (drawing, line, hatching, shading, block) • To know about history relevant to their art work which will influence their creativity, ideas and imagination • To know how to evaluate art work analysing skills which have developed and techniques which have worked well
<p>Skills to be covered</p> <p>TO BE ABLE TO</p>	<p>Generic skills—to be encouraged throughout work and included in planning specifically where appropriate</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>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>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.</p> <p>Create different effects and textures with paint according to what they need for the task.</p> <p>Colour Mix colours and know which primary colours make secondary colours</p> <p>Use more specific colour language</p> <p>Mix and use tints and shades</p>	<p>Shape, form, model and construct from observation or imagination</p> <p>Use recycled, natural and manmade materials to create sculptures</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Develop skills in using clay inc. slabs, coils, slips, etc</p> <p>Produce intricate patterns and textures in a malleable media</p>	<p>Work from a variety of sources including observation, photographs and digital images.</p> <p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Lines, Marks, Tone, Form and Texture Use dry media to make different marks, lines, patterns and shapes within a drawing. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Perspective and Composition Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g.</p>
<p>Resources (Texts/Visual Resources)</p>			

Year 6Term	Autumn	Spring	Summer
Theme N.C PoS	<p>Printing & textiles— applying the influence of William Morris into individual textile pattern design</p> <ul style="list-style-type: none"> • To know how to use techniques, including their control and use of materials • To know about a range of artist and deisgners in history relevant to printing and use this knowledge to influence their creativity, experimentation and design • To create sketch books to record their observations and use them to review and revisit ideas • To know how to use printing tools and techniques to improve their mastery of art and design techniques (printing). 	<p>Drawing and Painting—applying knowledge of landscapes, silhouette and perspective to create a wartime masterpiece</p> <ul style="list-style-type: none"> • To know how to develop techniques in controlling a range of materials (paints) with creativity, experimentation • To know how to create sketch book images • To know how to use a range of materials to create art work (brushes, waters, paints, mark making tools) • To know about history relevant to their art work which will influence their creativity, ideas and imagination • To know how to evaluate art work analysing skills which have developed and techniques which have worked well 	<p>Digital imagery—combining knowledge of digital manipulation with the influence of pop art to create unique art work</p> <ul style="list-style-type: none"> • To know how 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. • To know how to create sketch books to record their observations and use them to review and revisit ideas • To know how to practise art and design techniques (drawing, painting & digital art). • To know about great artists, architects and designers in history relevant to art form
Skills to be covered	<p>Generic skills—to be encouraged throughout work and included in planning specifically where appropriate</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>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>Use fabrics to create 3D structures</p> <p>Use different grades of threads and needles</p> <p>Experiment with batik techniques Experiment with a range of media to overlap and layer creating interesting colours and textures and effects</p> <p>Create printing blocks by simplifying an initial sketch book idea</p> <p>Use relief or impressed method</p> <p>Create prints with three overlays</p> <p>Work into prints with a range of media e.g. pens, colour pens and paints</p>	<p>drawing</p> <p>Experiment with wet media to make different marks, lines, patterns, textures and shapes.</p> <p>Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Perspective and Composition Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>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> <p>Painting</p> <p>Develop a painting from a drawing</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music</p> <p>ColourMix and match colours to create atmosphere and light effects</p> <p>Be able to identify primary secondary, complementary and contrasting colours</p> <p>Work with complementary colours</p>	<p>Record, collect and store visual information using digital cameras, video recorders</p> <p>Present recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create and manipulate new images</p> <p>Be able to Import an image (scanned, retrieved, taken) into a graphics package</p> <p>Understand that a digital image is created by layering</p> <p>Create layered images from original ideas (sketch books etc.)</p>
Resources (Texts/Visual Resources)			