

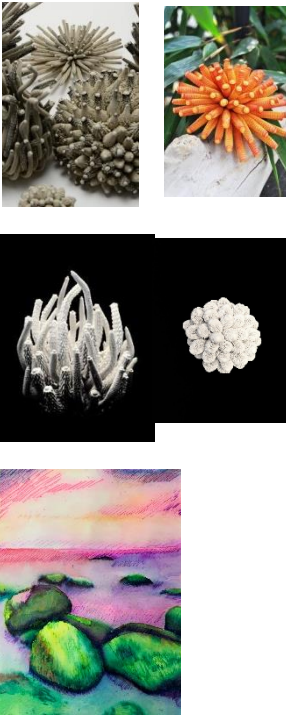




YEAR 3					
	National Curriculum Coverage	Focus technique & intended outcome	Linked artist, architect or designer	Key vocabulary	Skills and progression
Project 1: Mighty Metals	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Learn about great artists, architects and designers in history.</p>	<p>Drawing – mark making – line and tone</p> <p>Crushed cans observational drawing – adding colour using coloured pencils</p>	<p>Vincent Van Gough</p>  	<p>Tone</p> <p>Texture</p> <p>Shading (light &amp; dark)</p> <p>Proportion</p> <p>Charcoal</p> <p>Pastel</p> <p>Effects</p> <p>Light</p> <p>Dark</p> <p>Space</p> <p>Grade pencil</p> <p>Perspective</p> <p>Chalk</p> <p>Primary colours</p> <p>Secondary colour</p> <p>Texture</p> <p>Blocking in colour</p> <p>Blending</p> <p>Thickened</p> <p>Dry brush</p> <p>Foreground</p> <p>Middle ground</p> <p>Background colour</p>	<p>Basic drawing skills</p> <p>a Develop intricate patterns/ marks with different materials e.g. pastels, chalk, charcoal.</p> <p>b Begin to experiment with showing line, tone and texture with different hardness of pencils;</p> <p>c use shading to show light and shadow effects;</p> <p>d Begin to show an awareness of space when drawing;</p> <p>Painting using watercolour to add tone and depth</p> <p>a Demonstrate increasing control in the types of marks made and experiment with different effect and texture e.g. blocking in colour, washes, thickened paint creating textural effect.</p> <p>b Use varied brush techniques to create shapes, textures, patterns and lines;</p> <p>c Begin to mix colours effectively using the correct language, e.g., primary and secondary;</p>


<p><b>Project 2: Rocks, Relics &amp; Rumbles</b></p>	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Learn about great artists, architects and designers in history.</p>	<p>Drawing – mark making using line to create tone Observational drawing using pencil/ fine liner pen</p> <p>Clay sculpture – ammonites other fossils</p>	<p><i>Tzuri Gueta</i></p> 	<p><i>Tone</i> <i>Texture</i> <i>Shading (light &amp; dark)</i> <i>Proportion</i> <i>Charcoal</i> <i>Pastel</i> <i>Effects</i> <i>Light</i> <i>Dark</i> <i>Space</i> <i>Grade pencil</i> <i>Perspective</i> <i>Chalk</i></p> <p><i>Combine</i> <i>Malleable</i> <i>Joining</i> <i>2D shapes</i> <i>Architect</i></p>	<p><i>Drawing – consolidate from previous drawing unit.</i></p> <ol style="list-style-type: none"> <li><i>Develop intricate patterns/ marks with different materials e.g. pastels, chalk, charcoal.</i></li> <li><i>Begin to experiment with showing line, tone and texture with different hardness of pencils;</i></li> <li><i>use shading to show light and shadow effects;</i></li> <li><i>Begin to show an awareness of space when drawing;</i></li> <li><i>Demonstrate experience in different grade pencil and other implements to draw different forms and shapes.</i></li> </ol> <p><i>Clay - Mark making creating texture</i></p> <ol style="list-style-type: none"> <li><i>cut, make and combine shapes to create recognisable forms;</i></li> <li><i>use clay and other malleable materials and practise joining techniques;</i></li> <li><i>Join two parts successfully.</i></li> <li><i>add materials to the sculpture to create detail;</i></li> <li><i>use key vocabulary to demonstrate knowledge and understanding: rectangular, concrete, terrace, architect, 2D shape</i></li> </ol>
<p><b>Project 3: Predator</b></p>	<p>DT Focus</p>				

Project 4: Through the Ages	DT Focus				
Project 5: Urban Pioneers	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including <b>drawing, painting</b> and sculpture with a range of materials</p> <p>Learn about great artists, architects and designers in history.</p>	<p>Drawing – mark making and observational drawing using pencil Printing using press print</p> <p>Layering using different paint techniques for background (creating a spray effect).</p> <p><u><a href="#">Graffiti wall – inspired by Graffiti on the Berlin wall</a></u></p>	<p>Urban art (graffiti) Artists Banksy Soap (Adam Klodzinski) <u><a href="#">Urban Artist Soap / Paintings by Soap (Adam Klodzinski) (courtenaysfineart.com)</a></u></p> <p><b>a</b> use inspiration from famous artists to replicate a piece of work; <b>b</b> reflect upon their work inspired by a famous notable artist and the development of their art skills; <b>c</b> express an opinion on the work of famous, notable artists and refer to techniques and effect;</p>	<p>Line Pattern Texture Block printing Tile Roller</p> <p>Primary colours Secondary colour Texture Blocking in colour Blending Thickened Dry brush Foreground Middle ground Background colour</p>	<p>Printing – Press print mono printing</p> <p><b>a</b> use more than one colour to layer in a print; <b>b</b> replicate patterns from observations; <b>c</b> make printing blocks; <b>d</b> make repeated patterns with precision; <b>e</b> use key vocabulary to demonstrate knowledge and understanding: line, pattern, texture, block printing ink, polystyrene printing tiles, inking rollers.</p> <p>Painting – Creating different effects e.g. spray, splatter</p> <p><b>a</b> use varied brush techniques to create shapes, textures, patterns and lines; <b>b</b> mix colours effectively using the correct language, e.g. primary and secondary; <b>c</b> create different textures and effects with paint; <b>d</b> use key vocabulary to demonstrate knowledge and understanding: colour, foreground, middle ground, background colour</p>

<p><b>History Fortnight: Ancient Romans – Emperors &amp; Empires</b></p>		<p>Mosaic masters –          Creating a mosaic border tile          Collaborative year group piece.</p>	<p><i>Children to practice the technique, applying the tesserae to cardboard backing boards. Once complete, ask the children to share what they have learned about the technique, including some of the challenges that they faced.</i></p>		
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YEAR 4					
	National Curriculum Coverage	Focus technique & intended outcome	Linked artist, architect or designer	Key vocabulary	Skills and progression
Project 1: Potions	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Learn about great artists, architects and designers in history.</p>	<p>Observational drawing – pencil perfume/ potion bottles</p> <p>Clay Sculpture of a bottle</p>	<p><i>Lalique</i></p>  <p>a use inspiration from famous artists to replicate a piece of work;</p> <p>b reflect upon their work inspired by a famous notable artist and the development of their art skills;</p> <p>c express an opinion on the work of famous, notable artists and refer to techniques and effect;</p>	<p>Portrait Shadow Third dimension Pattern Form Shape Outline Line Pattern Form Outline Expression</p> <p>3D shapes Cut Coil Malleable Surface Texture Dimension Edging Form Shadow Light Marionette puppet</p>	<p>Drawing</p> <p>a experiment with showing line, tone and texture with different hardness of pencils;</p> <p>b use shading to show light and shadow effects;</p> <p>c use different materials to draw, e.g. pastels, chalk, charcoal</p> <p>d show an awareness of space when drawing; use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p> <p>Clay – coiling</p> <p>a cut, make and combine shapes to create recognisable forms;</p> <p>b Begin to use coil to produce pieces.</p> <p>c Use different materials to create pattern and texture on the surface for dimension.</p> <p>d add materials to the sculpture to create detail;</p> <p>e use key vocabulary to demonstrate knowledge and understanding: rectangular, concrete, terrace, 3D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet</p>

Project 2: Burps, Bottoms and Bile	DT Focus				
Project 3: Ancient Civilisations	DT Focus				
Project 4: Misty Mountain, Winding River	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Learn about great artists, architects and designers in history.</p>	<p>Use of colour to create atmosphere when composing landscape images</p> <p>Oil pastel transfer</p> <p><a href="#">Mountain and river landscape</a></p>	<p><i>Becky Bettesworth</i></p> 	<p><i>Tint</i>  <i>Tone</i>  <i>Focal point</i>  <i>Horizon</i>  <i>Primary colours</i>  <i>Secondary colour</i>  <i>Abstract</i>  <i>Emotion</i>  <i>Warm</i>  <i>Blend</i></p>	<p><i>Tracing to create effective lines to transfer the image.</i></p> <ul style="list-style-type: none"> <li>• <i>Use of layered colour.</i></li> <li>• <i>Colour identification - ability to identify the correct colour and use this in the right place.</i></li> <li>• <i>Control the amount of watercolour paint. Using the right mix of paint and water</i></li> <li>• <i>Layered colour to show depth in painting.</i></li> </ul>

<p><b>Project 5: Blue Abyss</b></p>	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including <b>drawing</b>, painting and sculpture with a range of materials</p> <p>Learn about great artists, architects and designers in history.</p>	<p>Observational drawing – sea creatures Background ripped up newspaper – Mono printing using acrylic sheet</p> <p><u>Mono print of a sea creature</u></p>	 <p>Edward Selkirk</p>	<p>Portrait Shadow Third dimension Pattern Form Shape Outline Line Pattern Form Outline Expression</p> <p>Layer Shapes Ink Tone Polystyrene printing tiles Ink rollers</p>	<p><i>Drawing</i></p> <ol style="list-style-type: none"> <li>experiment with showing line, tone and texture with different hardness of pencils;</li> <li>use shading to show light and shadow effects;</li> <li>use different materials to draw, e.g. pastels, chalk, charcoal</li> <li>Begin to understand what technique best suits their work.</li> <li>Begin to develop techniques to create intricate patterns using different grades of pencil.</li> <li>show an awareness of space when drawing; use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</li> </ol> <p><i>Printing</i></p> <ol style="list-style-type: none"> <li>use more than one colour to layer in a print;</li> <li>replicate patterns from observations;</li> <li>make printing blocks;</li> <li>make repeated patterns with precision;</li> <li>use key vocabulary to demonstrate knowledge and understanding polystyrene printing tiles, inking rollers.</li> <li>Confidently use the appropriate marks to show tone and texture.</li> <li>To refine observational drawing skills.</li> <li></li> </ol>
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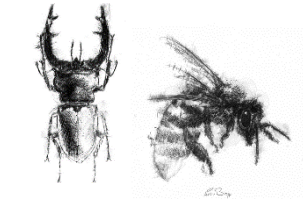

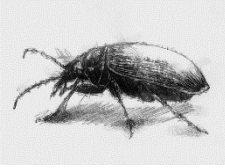


<b>History Fortnight: Saxons &amp; Vikings – Invasion</b>		Textiles – warp and weft. 	<i>In pairs, children to sketch their design and collect yarn samples in their sketchbook before they put the shape template on their loom and start to weave. At the end of the session, share the mini samples and ask the children to describe how they made their patterned fabric</i>		
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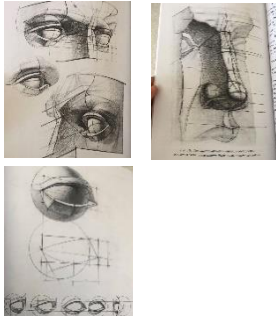


YEAR 5					
	National Curriculum Coverage	Focus technique & intended outcome	Linked artist, architect or designer	Key vocabulary	Skills and progression
Project 1: Stargazers	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Learn about great artists, architects and designers in history.</p>	<p>Using paint to create texture</p> <p>Printing using several layers</p> <p><a href="#">Peter Thorpe style picture depicting space</a></p>	<p><i>Peter Thorpe – abstract art</i></p>  <p>a give detailed observations about notable artists', artisans' and designers' work;</p> <p>b offer facts about notable artists', artisans' and designers' lives;</p>	<p>Shapes</p> <p>Patterns</p> <p>Acrylic</p> <p>Oil paint</p> <p>Brush techniques</p> <p>Tone</p> <p>Fresco</p> <p>Abstract</p> <p>Absorb</p> <p>Mono</p> <p>Block printing</p> <p>Negative space</p>	<p>Painting</p> <p>a use varied brush techniques to create shapes, textures, patterns and lines;</p> <p>b confidently mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</p> <p>c create different textures and effects with paint;</p> <p>d use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;</p> <p>Printing</p> <p>a use more than one colour to layer in a print; develop techniques in mono, block printing</p> <p>b replicate patterns from observations;</p> <p>c design and create printing blocks/tiles;</p> <p>d confidently create and arrange accurate patterns;</p> <p>e Refer to the positive and negative space of their print.</p>
Project 2: Off with Her Head!	DT Focus				



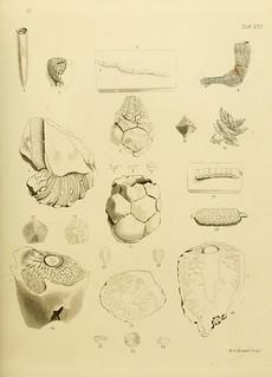
<b>Project 3: Alchemy Island</b>	DT Focus				
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<p><b>Project 4: Sow, Grow &amp; Farm</b></p>	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including <b>drawing, painting</b> and sculpture with a range of materials</p> <p>Learn about great artists, architects and designers in history.</p>	<p><b>Botanical drawings of flowers – annotated to link with science (anatomy of a flower)</b></p> <p><b>Watercolour painting with fine-liner</b></p> <p><b><u>Dissection of a flower drawing with colour and annotations</u></b></p>	<p><i>Noel Badges Pugh</i></p> 	<p><i>Shadows</i>  <i>Reflection</i>  <i>Hatching</i>  <i>Cross-hatching</i>  <i>Movement</i>  <i>Perspective</i>  <i>Dimension</i>  <i>Composition</i>  <i>Scale</i>  <i>Proportion</i>  <i>Smudge</i>  <i>Blend</i>  <i>Heavy</i></p> <p><i>Shapes</i>  <i>Patterns</i>  <i>Acrylic</i>  <i>Oil paint</i>  <i>Brush techniques</i>  <i>Tone</i>  <i>Fresco</i>  <i>Abstract</i>  <i>Absorb</i></p>	<p><i>Drawing</i></p> <ul style="list-style-type: none"> <li><i>a use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;</i></li> <li><i>b depict movement and perspective in drawings;</i></li> <li><i>c use a variety of tools and select the most appropriate;</i></li> <li><i>d Use different techniques to create dimension and shadow.</i></li> <li><i>e Begin to develop an awareness of composition, scale and proportion.</i></li> <li><i>f Confidently use different techniques to create intricate patterns using different grades of pencil.</i></li> <li><i>g use key vocabulary to demonstrate knowledge and understanding: line, texture, pattern, form, shape, tone, smudge, blend, heavy, mural.</i></li> </ul> <p><i>Painting- consolidate from previous painting unit.</i></p> <ul style="list-style-type: none"> <li><i>a Confidently use varied brush techniques to create shapes, textures, patterns and lines;</i></li> <li><i>b Start to develop a painting from a drawing.</i></li> <li><i>c create different textures and effects with paint;</i></li> <li><i>d use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;</i></li> <li><i>e use key vocabulary to demonstrate knowledge and understanding: colour, foreground, middle ground, background, emotion, warm, blend, mix, line, tone, fresco, abstract, absorb.</i></li> </ul>
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<p><b>Project 5: Beast Creator</b></p>	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Learn about great artists, architects and designers in history.</p>	<p>Observational drawing of mini beasts – using pencil and pen</p> <p>Wire sculpture</p>	<p><i>Sean Briggs</i></p>    <p><i>Daniel Henningsson (wire sculptures)</i></p>  	<p>Carve Texture Pattern Wire 3 dimension Join Tram Structure Cast</p>	<p>Wire sculpture</p> <ul style="list-style-type: none"> <li>a plan and design a sculpture;</li> <li>b use tools and materials to carve, add shape, add texture and pattern;</li> <li>c adapt to work as and when necessary and explain why.</li> <li>d use materials other than clay to create a 3D sculpture;</li> <li>e use key vocabulary to demonstrate knowledge and understanding: structure, texture, join, tram, cast.</li> </ul>
<p><b>History Fortnight: Groundbreaking Greeks</b></p>		<p>Greek inspired pottery using clay.</p>	<p>Students sketch and design their own clay pot based on a Greek myth.</p>		

YEAR 6					
	National Curriculum Coverage	Focus technique & intended outcome	Linked artist, architect or designer	Key vocabulary	Skills and progression
Project 1: Blood Heart	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Learn about great artists, architects and designers in history.</p>	<p>Observational drawing – facial features</p> <p>Clay sculpture- zooming in on one feature</p> <p><u>Clay sculpture</u></p>	<p>Mark Quinn</p>  <p>a give detailed observations about notable artists', artisans' and designers' work;</p> <p>b offer facts about notable artists', artisans' and designers' lives;</p> 	<p>Blend Mural, Fresco Portrait Graffiti</p> <p>Pinch Slab Scoring Blending Slip Mark Form</p>	<p>Revising all drawing skills previously taught</p> <p>a use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;</p> <p>b depict movement and perspective in drawings;</p> <p>c use a variety of tools and select the most appropriate;</p> <p>d use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p> <p>Clay -</p> <p>a plan and design a sculpture;</p> <p>b use tools and materials to carve, add shape, add texture and pattern;</p> <p>c develop cutting and joining skills, e.g. using wire, coils, slabs and slips;</p> <p>d use key vocabulary to demonstrate knowledge and understanding: form, structure, mark</p> <p>e Confidently carve a sample form.</p>

<b>Project 2: Britain at war</b>	DT Focus				
<b>Project 3: Frozen Kingdoms</b>	DT Focus				

<p><b>Project 4: Darwin's Delights</b></p>	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Learn about great artists, architects and designers in history.</p>	<p>Observational drawing of nature</p> <p>Printing to create a layered piece (combining all previous printing skills)</p> <p>Collage of nature</p> 	<p><i>Walter Hood Fitch</i></p>  <p><i>Charles Darwin</i></p> 	<p><i>Relief Overlay</i></p>	<p><i>Create a collage layering different printing techniques, different textures of paint, pen drawings, ripped paper</i></p> <ul style="list-style-type: none"> <li><i>a add collage to a painted or printed background;</i></li> <li><i>b create and arrange accurate patterns;</i></li> <li><i>c use a range of mixed media;</i></li> <li><i>d plan and design a collage;</i></li> <li><i>e use key vocabulary to demonstrate knowledge and understanding: shape, form, arrange, fix.</i></li> </ul> <p><i>Printing</i></p> <ul style="list-style-type: none"> <li><i>a Demonstrate experience in a range of printmaking techniques.</i></li> <li><i>b Begin to independently adapt to work as needed.</i></li> <li><i>c Independently use more than one colour to layer in a print; develop techniques in mono, block and relief printing;</i></li> <li><i>d replicate patterns from observations;</i></li> <li><i>e design and create printing blocks/tiles;</i></li> <li><i>f create and arrange accurate patterns;</i></li> <li><i>g Begin to overlay prints with other media.</i></li> <li><i>h Confidently use key vocabulary to demonstrate knowledge and understanding: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</i></li> </ul>
<p><b>History Fortnight: Mayans – Hola Mexico!</b></p>		<p>Stone (clay) carvings like the intricate Maya stelae.</p>	<p><i>Begin by looking at examples of the beautifully detailed stelae, sketching parts of their designs and looking particularly at patterns and shapes.</i></p>		