

Curriculum Overview 2021-2022

Art

Kettlesing Felliscliffe Primary School



Art

Curriculum Intent

A high-quality art and design curriculum engages, inspires and challenges pupils. Our focus is equipping pupils with the knowledge and skills to experiment, invent and create their own works of art. Through this progressive curriculum, pupils will be able to think critically and develop a more rigorous understanding of art and design. Through studying prominent national and international artists, pupils will learn how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

Our Art and Design curriculum aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key Stage One

Throughout Key Stage One, Pupils will produce creative work, and discuss and explore different ideas and techniques collaboratively. They also have the opportunity to study the work of famous artists from different genres. They will learn skills in drawing, painting, printing, textiles and collage. Different units will have more of a focus on certain areas than others.

In each cycle, pupils will use a wide range of media and techniques. Progressing the skills learnt in each unit. For instance, in the water colours unit, pupils begin by sketching simple drawings, using different thickness of lines. They then move on to painting, based on these different ideas, using different brush sizes and types in order to 'wash' the page with a certain mixture of colours. This demonstrates to pupils how one form of art effectively leads into creating a different piece of art altogether.

Key Stage Two

In Key Stage Two, pupils further explore each of the different areas of art, building on skills learnt. Pupils will move from drawing and sketching for a sustained period of time and experimenting with line shape, colour and pattern. They will now use a wider range of tools, and create texture and depth in their sketches. This is done by revisiting certain skills in a different and more challenging way; with pottery, charcoal sketching and painting. Pupils are encouraged to be reflective practitioners, by writing explanations and evaluations about their designs and sketches. They may also reflect on why they have chosen a particular implement to draw with.

Across the curriculum, there are cross curricular links, deepening pupils understanding of areas of history, and equally giving an added appreciation of what they are drawing or making. In Key Stage Two, pupils study sketching with charcoal; this is linked to the Blitz in World War II. There is an added appreciation and understanding for why the medium of charcoal is being used. Furthermore, pupils have a richer understanding of the subject matter, therefore of what they should focus on sketching. This in turn enables pupils to be more self-reflective and creative in their art. Other cross curricular links are made with Ancient Greece, Ancient Egypt and fossils.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 Cycle A		Watercolours: Drawing Painting Collage <i>Wash the page- autumn sunset</i> <i>Trees cut out- silhouettes</i>	Charcoal: Drawing Printing		Still Life Collage	
KS1 Cycle B	Colours: Kadinsky Circles Drawing Painting Printing Textiles/ 3D Collage	Sculpture: Romero Britto Drawing Painting Textiles/ 3D		Matisse: Drawing Painting Collage	Natural Art- Andy Goldsworthy: Drawing Textiles Collage	
LKS2 Cycle A	European Artist- Pencil Sketches Drawing	Self Portraits: Drawing Painting		Still Life- William Morris Drawing Printing Textiles/ 3D		Watercolours/ Landscapes. Drawing Painting
LKS2 Cycle B	Clay techniques- Anglo Saxons Drawing Textiles/ 3D	Weather and climate Snow scenes Volcanoes Natural disasters Drawing Painting			Still Life: Sketching/ painting Drawing Painting	Clay techniques- Revisit- Pottery throwdown Drawing Textiles/ 3D
UKS2 Cycle A	Charcoal: Blitz scenes Drawing/sketching Charcoal			Sculpture- Egyptian Canopic Jars: Drawing Textiles/ 3D		Sculptures- Plastic Pollution Drawing Textiles/ 3D
UKS2 Cycle B		Pencil Drawings- Fossils Drawing		Clay: Greek Pottery Drawing/sketching Clay		Watercolour Painting Drawing Painting

	EYFS	-To experiment with colours and marks	-To explore colour and how colour can be changed -To understand that they use lines to enclose a space and then begin to use these spaces to represent shapes To use various construction materials To begin to be show interest in things and describe their texture,	To explore what happens when they mix colours To experiment in order to create different textures To understand that different media can be combined to create new effects To manipulate materials in order to achieve planned effect.

		Drawing	Painting	Printing	Textiles/ 3D	Collage	Vocabulary
Painting: Watercolours (Cycle A)	Year 1	-To use pencils to sketch ideas of what they want to paint, sketching shapes and initial ideas for their watercolour piece -To draw using lines of different shapes and thickness, using different grades of pencils.	-To use a variety of tools and techniques including the use of different brush sizes and types in order to paint their own night scene/ landscape. - Mix and match colours to artefacts and objects in the painting being studied, selecting the most appropriate colour for each element of the painting.			-To cut and tear paper and card for collage of a landscape piece - To select the appropriate colours and textures for this -To sort materials according to texture and colour.	Paint, Paintbrush, Watercolour, Mix, Tear, Collage, Landscape,
	Year 2	-Experiment with different grades of pencil and other implements. -Understand the basic use of a sketchbook and work out ideas for their own watercolour piece -Draw for a sustained period of time, including single and grouped objects. -Experiment with the visual elements; line, shape, pattern and colour.	-To mix a range of secondary colours, shades and tones using different watercolours. -To experiment with different brushes of varying thickness for watercolour -To explore mixing different colours and select the most appropriate colours for the final piece.			-To create individual and group collages of the landscape piece, collaborating and sharing ideas. -To use different materials with different textures, explaining why they have chosen them for their landscape collage.	Paint, Paintbrush, Watercolour, Mix, Tear, Collage, Landscape, Texture, Thickness.
Still Life: Collage (Cycle A)	Year 1	-To use pencils to sketch ideas of what they want to paint, sketching shapes and initial ideas for their watercolour piece -To draw using lines of different shapes and thickness, using different grades of pencils.				-To cut and tear paper and card for collage of a landscape piece - To select the appropriate colours and textures for this -To sort materials according to texture and colour.	Paint, Paintbrush, Watercolour, Mix, Tear, Collage, Landscape,
	Year 2	-Experiment with different grades of pencil and other implements. -Understand the basic use of a sketchbook and work out ideas for their own watercolour piece -Draw for a sustained period of time, including single and grouped objects. -Experiment with the visual elements; line, shape, pattern and colour.				-To create individual and group collages of the landscape piece, collaborating and sharing ideas. -To use different materials with different textures, explaining why they have chosen them for their landscape collage.	Paint, Paintbrush, Watercolour, Mix, Tear, Collage, Landscape, Texture, Thickness.

Charcoal: Cave Paintings (Cycle A)	Year 1	<ul style="list-style-type: none"> -To use a charcoal of different thicknesses and colours, in order to determine what is the most appropriate. -To work and experiment with shading, in order to give depth of a charcoal piece. -To use a sketchbook, in order to gather and collect ideas on shading and shapes for their charcoal piece. 		<ul style="list-style-type: none"> -Make rubbings using charcoal, in order to collect different textures. 				Charcoal, Shade, Thickness, Texture, Sketchbook, Dark Light, Rubbings
	Year 2	<ul style="list-style-type: none"> -To mix a range of shades and tones in order determine the most appropriate methods for their charcoal piece. -To understand the use of a sketchbook and independently gather ideas for drawings, drawing inspiration from their environment and other pieces of Art. -Experiment with more complex elements of charcoal drawing: line, shape, pattern and colour. 		<ul style="list-style-type: none"> -Make rubbings using charcoal, in order to collect different textures. 				Charcoal, Shade, Thickness, Texture, Line, Shape, Pattern, Sketchbook, Dark, Light, Rubbings.

Kadinsky Circles (Cycle B)

<p>Year 1</p>	<ul style="list-style-type: none"> -To use a variety of tools, including pencils, rubbers, crayons and pastels, in order to sketch their own Kadinsky circles. -To use a sketchbook to gather and collect ideas before creating the final Kadinsky circles piece. -To name the primary and secondary colours they will use for their Kadinsky inspired piece. -To respond to a work of Art articulating how they feel about it. -To articulate how they feel about a piece of music, through sketching as Kadinsky did. 	<ul style="list-style-type: none"> -To use a variety of tools and techniques to create Kadinsky circles, including different size and thickness of paintbrush. -To mix and match colours to get the desired effect for their Kadinsky circles. -Mix secondary colours and shades using poster paints. -Work on different scales, creating different sized circles -To create different textures by using different paints and incorporating materials. -To articulate how they feel about a piece of music, through sketching as Kadinsky did. 	<ul style="list-style-type: none"> -To print circles using a variety of items. -To design their own printing block to make prints of Kadinsky's circles. 	<ul style="list-style-type: none"> -To use glue to secure various materials, such as thread and ribbons, to make Kadinsky circles. 		<p>Kadinsky, Circles, Abstract Art, Paint, Paintbrush, Thickness, Texture, Primary Colours, Secondary Colours.</p>
<p>Year 2</p>	<ul style="list-style-type: none"> -To use a variety of different drawing implements, including different coloured pencils, to sketch ideas for their Kadinsky circles piece. -To understand the use of a sketchbook and use it to gather and collect ideas for their Kadinsky circles piece. -Experiment with the visual elements of line, shape, pattern and texture when creating their circles. -To create tones of colour, using light and dark for their circles. 	<ul style="list-style-type: none"> -To mix paint to create all of the secondary colours for their circles piece. -Experiment with tools and techniques, layering colour and mixing media. -Mix and match colours for the desired effect, and predict the outcome of doing this. 	<ul style="list-style-type: none"> - To create a print inspired by the Kadinsky circles. -To make their own printing block. -Make a repeating pattern of the circles. 	<ul style="list-style-type: none"> -To match and sort fabrics and threads for colour, and secure these will glue to create Kadinsky inspired circles. 		<p>Kadinsky, Circles, Abstract Art, Paint, Paintbrush, Thickness, Texture, Primary Colours, Secondary Colours.</p>

Romero Britto: Sculpture (Cycle B)	Year 1	<ul style="list-style-type: none"> -To use a variety of tools, including pencils, rubbers, crayons and pastels, in order to sketch their own Britto inspired sculptures. -To use a sketchbook to gather and collect ideas before creating the final Britto piece. -To name the primary and secondary colours they will use for their Britto inspired piece. -To respond to a work of Art articulating how they feel about it. -To articulate how they feel about a piece of art. 	<ul style="list-style-type: none"> -To use a variety of tools and techniques to create Britto inspired paintings, including using different size and thickness of paintbrush. -To mix and match colours to get the desired effect for their Britto painting -Mix secondary colours and shades using poster paints. -Work on different scales, creating different sized circles -To create different textures by using different paints and incorporating materials. -To articulate how they feel about a piece of art. 		<ul style="list-style-type: none"> -To manipulate clay in a variety of ways, e.g. rolling, kneading and shaping in order to create the desired effect. -To experiment with constructing and joining recycled, natural and manmade materials in order to create a Britto inspired model. 		Britto, Model, Sculpture, Manmade, Recycled, Natural, Mould, Shape.
	Year 2	<ul style="list-style-type: none"> - To use a variety of different drawing implements, including different coloured pencils, to sketch ideas for their Britto piece -To understand the use of a sketchbook and use it to gather and collect ideas for their Britto piece. -Experiment with the visual elements of line, shape, pattern and texture when creating their circles. -To create tones of colour, using light and dark for their circles. 	<ul style="list-style-type: none"> -To mix paint to create all of the secondary colours for their Britto piece -Experiment with tools and techniques, layering colour and mixing media. -Mix and match colours for the desired effect, and predict the outcome of doing this. -Mix and match colours, using Britto artefacts to inspire this. 		<ul style="list-style-type: none"> -To mould and manipulate clay in order to create a Britto style sculpture/ model. 		Britto, Model, Sculpture, Manmade, Recycled, Natural, Mould, Shape, Pop Art, Cubism.
Matisse (Cycle B)	Year 1	<ul style="list-style-type: none"> -To use a variety of tools, including pencils, rubbers, crayons and pastels, in order to sketch their own Matisse inspired piece -To use a sketchbook to gather and collect ideas before creating the final Britto piece, particularly studying 'The Dessert: Harmony in red -To name the primary and secondary colours they will use for their Matisse inspired piece. -To respond to a work of Art articulating how they feel about it, considering if they would prefer Dessert: Harmony in Red more if it was blue like it was originally. -To articulate how they feel about a piece of art. 	<ul style="list-style-type: none"> -To use a variety of tools and techniques to create Matisse inspired paintings, including using different size and thickness of paintbrush to create Matisse style patterns -To mix and match colours to get the desired effect for their Matisse inspired painting -Mix secondary colours and shades using poster paints. -Work on different scales, creating different sized Matisse style patterns, using bold colours -To create different textures by using different paints and incorporating materials. -To articulate how they feel about a piece of art. 			<ul style="list-style-type: none"> -To gather and sort appropriate materials for their collage inspired by 'The Knife Thrower' -To cut and tear materials accordingly to create their piece. 	Matisse, Fauvism, Paint, Paintbrush, Collage, Materials, Cut, Tear, Pattern, Shape
	Year 2	<ul style="list-style-type: none"> - To use a variety of different drawing implements, including different coloured pencils, to sketch ideas for their Matisse piece -To understand the use of a sketchbook and use it to gather and collect ideas for their Britto piece, particularly studying Dessert: Harmony in Red -Experiment with the visual elements of colour and texture when creating Matisse inspired piece. -To create tones of colour, using light and dark for their circles. 	<ul style="list-style-type: none"> -To mix paint to create all of the secondary colours for their Matisse piece -To experiment with tools and techniques, layering colour and mixing media. -To mix and match colours for the desired effect, and predict the outcome of doing this. -To mix and match colours, using Britto artefacts to inspire this. -To compare the style of Dessert: Harmony in Red with Purple Robe and Anemones. Analyse how the styles has changed and explain what they like or dislike about it. 			<ul style="list-style-type: none"> -To use different shapes and materials to create their own version of 'The Knife Thrower' explaining why they have picked them. 	Matisse, Fauvism, Paint, Paintbrush, Collage, Materials, Cut, Tear, Pattern, Shape.

Andy Goldsworthy: Natural Art (Cycle B)	Year 1	<ul style="list-style-type: none"> -To use a variety of tools, including pencils, rubbers, crayons and pastels, in order to sketch their own Goldsworthy inspired piece -To use a sketchbook to gather and collect ideas before creating the final Goldsworthy piece, particularly studying the shape and pattern created with natural materials by Goldsworthy. -To name the primary and secondary colours. -To respond to a work of Art articulating how they feel about it, considering if they would prefer a Goldsworthy piece made with different materials. -To articulate how they feel about a piece of art. 					<ul style="list-style-type: none"> -To make rubbings of natural materials to create texture and pattern - To roll printing ink over natural materials to create a Goldsworthy style pattern. -To design their own printing block in order to make a Goldsworthy style pattern. 			<ul style="list-style-type: none"> -To use a variety of natural materials to create a pattern. -To consider the different shapes in nature and use this in a collage pattern. 	Andy Goldsworthy, Natural Materials, Shape, Nature, Pattern, Printing.
	Year 2	<ul style="list-style-type: none"> - To use a variety of different drawing implements, including different coloured pencils, to sketch ideas for their Goldsworthy piece, focusing on shape and pattern. -To understand the use of a sketchbook and use it to gather and collect ideas for their Goldsworthy, particularly studying how natural materials, shape and pattern are used by Goldsworthy. -Experiment with the visual elements of colour and texture when creating their sketches 					<ul style="list-style-type: none"> -To make rubbings of natural materials to create texture and pattern - To roll printing ink over natural materials to create a Goldsworthy style repeating pattern. -To design their own printing block in order to make a Goldsworthy style pattern. 			<ul style="list-style-type: none"> -To use a variety of natural materials to create a repeating pattern. - To consider the different shapes in nature and use this in a collage pattern. 	Andy Goldsworthy, Natural Materials, Shape, Nature, Repeating Pattern, Printing.

European Artist: Pencil Skills (Cycle A: LKS2)	Year 3	<ul style="list-style-type: none"> -To use sketches in order to gather ideas and design their final environmental sculpture/ model -To write explanations next to their sketches in note form, giving reasons for their decisions and what they like or dislike about their sketches. -To use different shades of pencil tones to create textures when sketching. 								Sketch, Expression, Primary Colours, Secondary Colours, Shading, Texture,
	Year 4	<ul style="list-style-type: none"> -To use sketches in order to gather ideas for their sketches. -To write explanations next to their sketches in note form, giving reasons for their decisions and what they like or dislike about their sketches. -To use different shades of pencil tones to create textures when sketching still life -To use their sketches to produce a final piece of work. -To explain why they have chosen specific materials they have drawn with. 								Sketch, Expression, Primary Colours, Secondary Colours, Shading, Texture, Mood, Feeling, Accuracy, Emotions, Body Language.

Portraits: Comparison of Styles (Cycle A: LKS2)		Year 3	<ul style="list-style-type: none"> -To use sketches in order to gather ideas for their portrait, looking at two different artists. -To write explanations next to their sketches in note form, giving reasons for their decisions and what they like or dislike about their sketches. -To use different shades of pencil tones to create textures when sketching portraits -To show facial expressions in their drawings. -To use their sketches to produce a final piece of work (abstract/ realism). 	<ul style="list-style-type: none"> -To predict with accuracy the colour that they mix for their portraits -To know where the primary and secondary colours sit on a colour wheel (recap). -To produce an appropriate background using a wash. -To use a range of brushes to create different effects. 				Sketch, Expression, Portrait, Wash, Realism, Abstract, Picasso, Primary Colours, Secondary Colours, Shading, Texture.
		Year 4	<ul style="list-style-type: none"> -To use sketches in order to gather ideas for their portrait, looking at two different artists. -To write explanations next to their sketches in note form, giving reasons for their decisions and what they like or dislike about their sketches. -To use different shades of pencil tones to create textures when sketching portraits -To show facial expressions and body language in their drawings. -To use their sketches to produce a final piece of work (abstract/ realism). -To explain why they have chosen specific materials they have drawn with. 	<ul style="list-style-type: none"> -To predict with accuracy the colour that they mix for their portraits -To know where the primary and secondary colours sit on a colour wheel (recap). -To produce an appropriate background using a wash. -To use a range of brushes to create different effects. -To create all colours needed for their portrait. -To create the desired mood in their portraits. -To successfully use shading to create mood and feeling. 				Sketch, Expression, Portrait, Wash, Realism, Abstract, Picasso, Primary Colours, Secondary Colours, Shading, Texture, Mood, Feeling, Accuracy, Facial Expressions.
		Drawing	Painting	Printing	Textiles/ 3D	Collage	Vocabulary	
Painting: (Monet) Landscapes (LKS2: Cycle A)		Year 3	<ul style="list-style-type: none"> -To use sketches in order to gather ideas for their Monet inspired piece, looking at two different artists. -To write explanations next to their sketches in note form, giving reasons for their decisions and what they like or dislike about their sketches. -To use different shades of pencil tones to create textures when sketching landscapes -To use their sketches to produce a final piece of work (abstract/ realism). 	<ul style="list-style-type: none"> -To predict with accuracy the colour that they mix for their landscapes -To know where the primary and secondary colours sit on a colour wheel (recap). -To produce an appropriate background using a wash. -To use a range of brushes to create different effects. 				Sketch, Landscape, Nature, Brushstrokes, Wash, Realism, Monet, Primary Colours, Secondary Colours, Shading, Texture.
		Year 4	<ul style="list-style-type: none"> -To use sketches in order to gather ideas for their Monet inspired piece, looking at two different artists. -To write explanations next to their sketches in note form, giving reasons for their decisions and what they like or dislike about their sketches. -To use different shades of pencil tones to create textures when sketching landscapes -To use their sketches to produce a final piece of work (abstract/ realism). -To explain why they have chosen specific materials they have drawn with. 	<ul style="list-style-type: none"> -To predict with accuracy the colour that they mix for their landscapes -To know where the primary and secondary colours sit on a colour wheel (recap). -To produce an appropriate background using a wash. -To use a range of brushes to create different effects. -To create all colours needed for their landscape piece -To create the desired mood in their landscape piece -To successfully use shading to create mood and feeling. 				Sketch, Nature, Landscape, Brushstrokes, Wash, Realism, Primary Colours, Secondary Colours, Shading, Texture, Mood, Feeling, Accuracy.

**William Morris: Still Life- Printing
(Cycle A: LKS2)**

<p>Year 3</p>	<ul style="list-style-type: none"> -To use sketches in order to gather ideas for their still life pieces. -To write explanations next to their sketches in note form, giving reasons for their decisions and what they like or dislike about their sketches. -To use different shades of pencil tones to create textures when sketching still life -To use their sketches to produce a final piece of work (print- still life) 		<ul style="list-style-type: none"> -To design a patterned printing block which is nature-inspired and use it to create a print. -To make a two-colour print, linking this to patterns in the environment (leaves/ flowers etc). 	<ul style="list-style-type: none"> -To use the printing block to print onto a variety of potential materials (various paper, various fabrics). -To make a two- colour print - To identify patterns in the environment. 		<p>Printing, Materials, Nature, Fabric, Environment.</p>
<p>Year 4</p>	<ul style="list-style-type: none"> -To use sketches in order to gather ideas for their still life pieces. -To write explanations next to their sketches in note form, giving reasons for their decisions and what they like or dislike about their sketches. -To use different shades of pencil tones to create textures when sketching still life -To use their sketches to produce a final piece of work (still life). -To explain why they have chosen specific materials they have drawn with. 		<ul style="list-style-type: none"> -To design a nature-inspired printing block and use it to create a print. -To make a four-colour print, linking this to repeating patterns in the environment (leaves, flowers etc) -Create an accurate print design of natural patterns. 	<ul style="list-style-type: none"> -To use the printing block to print onto a variety of potential materials (various paper, various fabrics). -To use several colours for their print -To create an accurate print design. 		<p>Printing, Materials, Nature, Fabric, Environment, Accurate.</p>

**Clay Techniques: Anglo Saxon Clay Sculpture
(Cycle B: LKS2)**

<p>Year 3</p>	<ul style="list-style-type: none"> -To use sketches in order to gather ideas and design their final clay piece. -To write explanations next to their sketches in note form, giving reasons for their decisions and what they like or dislike about their sketches. -To use different shades of pencil tones to create textures when sketching their clay sculptures. 			<ul style="list-style-type: none"> -To join clay together using a range of techniques, such as rolling, coiling, scoring and blending. -To use the appropriate materials correctly when working with clay to create a sculpture. 		<p>Clay, Model, Sculpture, Sketch, Texture, Shading, Blending, Scoring, Coiling.</p>
<p>Year 4</p>	<ul style="list-style-type: none"> -To identify and draw details of objects, using marks and line to produce texture. -To organise lines, tones, shapes and colours to represent figures and forms. -Explain why they have chosen specific materials to draw with, when sketching their clay sculptures. - To write explanations next to their sketches in note form, giving reasons for their decisions and what they like or dislike about their sketches. 			<ul style="list-style-type: none"> -To experiment with and combine various materials (such as plasticine, clay and papier mache) to create 3D form. -To analyse a variety of different Anglo-Saxon clay models in order to gain inspiration for their own piece. 		<p>Clay, Model, Sculpture, Sketch, Texture, Shading, Blending, Scoring, Coiling, 3D Form, Scale, Research, Materials, Experiment, Visual, Tactile.</p>

Snow Scenes (Cycle B: LKS2)

<p>Year 3</p>	<ul style="list-style-type: none"> -To use sketches in order to gather ideas and design their final clay piece. -To write explanations next to their sketches in note form, giving reasons for their decisions and what they like or dislike about their sketches. -To use different shades of pencil tones to create textures when sketching their clay sculptures. 	<ul style="list-style-type: none"> -To predict with accuracy the colour that they mix for their portraits -To know where the primary and secondary colours sit on a colour wheel (recap). -To produce an appropriate background using a wash. -To use a range of brushes to create different effects. 				<p>Sketch, Expression, Portrait, Wash, Realism, Abstract, Picasso, Primary Colours, Secondary Colours, Shading, Texture.</p>
<p>Year 4</p>	<ul style="list-style-type: none"> -To identify and draw details of objects, using marks and line to produce texture. -To organise lines, tones, shapes and colours to represent figures and forms. -Explain why they have chosen specific materials to draw with, when sketching their clay sculptures. - To write explanations next to their sketches in note form, giving reasons for their decisions and what they like or dislike about their sketches. 	<ul style="list-style-type: none"> -To predict with accuracy the colour that they mix for their portraits -To know where the primary and secondary colours sit on a colour wheel (recap). -To produce an appropriate background using a wash. -To use a range of brushes to create different effects. -To create all colours needed for their portrait. -To create the desired mood in their portraits. -To successfully use shading to create mood and feeling. 				<p>Sketch, Expression, Portrait, Wash, Realism, Abstract, Picasso, Primary Colours, Secondary Colours, Shading, Texture, Mood, Feeling, Accuracy, Facial Expressions.</p>

**Clay Techniques: Revisit- Pottery Throwdown
(Cycle B: LKS2)**

<p>Year 3</p>	<ul style="list-style-type: none"> -To use sketches in order to gather ideas and design their final clay piece. -To write explanations next to their sketches in note form, giving reasons for their decisions and what they like or dislike about their sketches. -To use different shades of pencil tones to create textures when sketching their clay sculptures. 			<ul style="list-style-type: none"> -To join clay together using a range of techniques, such as rolling, coiling, scoring and blending. -To use the appropriate materials correctly when working with clay to create a sculpture. 		<p>Clay, Model, Sculpture, Sketch, Texture, Shading, Blending, Scoring, Coiling.</p>
<p>Year 4</p>	<ul style="list-style-type: none"> -To identify and draw details of objects, using marks and line to produce texture. -To organise lines, tones, shapes and colours to represent figures and forms. -Explain why they have chosen specific materials to draw with, when sketching their clay sculptures. - To write explanations next to their sketches in note form, giving reasons for their decisions and what they like or dislike about their sketches. 			<ul style="list-style-type: none"> -To experiment with and combine various materials (such as plasticine, clay and papier mache) to create 3D form. -To analyse a variety of different Anglo-Saxon clay models in order to gain inspiration for their own piece. 		<p>Clay, Model, Sculpture, Sketch, Texture, Shading, Blending, Scoring, Coiling, 3D Form, Scale, Research, Materials, Experiment, Visual, Tactile.</p>

Portraits: Comparison of Styles (Cycle B: LKS2)

<p>Year3</p>	<ul style="list-style-type: none"> -To use sketches in order to gather ideas for their portrait, looking at two different artists. -To write explanations next to their sketches in note form, giving reasons for their decisions and what they like or dislike about their sketches. -To use different shades of pencil tones to create textures when sketching portraits -To show facial expressions in their drawings. -To use their sketches to produce a final piece of work (abstract/ realism). 	<ul style="list-style-type: none"> -To predict with accuracy the colour that they mix for their portraits -To know where the primary and secondary colours sit on a colour wheel (recap). -To produce an appropriate background using a wash. -To use a range of brushes to create different effects. 				<p>Sketch, Expression, Portrait, Wash, Realism, Abstract, Picasso, Primary Colours, Secondary Colours, Shading, Texture.</p>
<p>Year 4</p>	<ul style="list-style-type: none"> -To use sketches in order to gather ideas for their portrait, looking at two different artists. -To write explanations next to their sketches in note form, giving reasons for their decisions and what they like or dislike about their sketches. -To use different shades of pencil tones to create textures when sketching portraits -To show facial expressions and body language in their drawings. -To use their sketches to produce a final piece of work (abstract/ realism). -To explain why they have chosen specific materials they have drawn with. 	<ul style="list-style-type: none"> -To predict with accuracy the colour that they mix for their portraits -To know where the primary and secondary colours sit on a colour wheel (recap). -To produce an appropriate background using a wash. -To use a range of brushes to create different effects. -To create all colours needed for their portrait. -To create the desired mood in their portraits. -To successfully use shading to create mood and feeling. 				<p>Sketch, Expression, Portrait, Wash, Realism, Abstract, Picasso, Primary Colours, Secondary Colours, Shading, Texture, Mood, Feeling, Accuracy, Facial Expressions.</p>

Egyptian Canopic Jars (Cycle A: UKS2)

<p>Year 5</p>	<ul style="list-style-type: none"> -To identify and draw details of objects, using marks and line to produce texture. -To successfully use shading to create mood and feeling. -To organise lines, tones, shapes and colours to represent figures and forms. -Explain why they have chosen specific materials to draw with, when sketching their canopic sculptures - To write explanations next to their sketches in note form, giving reasons for their decisions and what they like or dislike about their sketches. -To use perspective when sketching their sculptures. 			<ul style="list-style-type: none"> -To experiment and combine material to create a 3D form using, plastic bottles/ paper mache -To add texture to a piece of work (i.e. crumpled newspaper/ bottles/ plastic etc) -To use their sketches to create a final 3D piece. -Use iPads to take images, to see their models from different angles (stick photos in sketchbooks next to sketches). To plan a sculpture/ model through drawing/sketching and preparatory work. 		<p>Model, Sculpture, Sketch, Texture, Shading, Materials, Environment.</p>
<p>Year 6</p>	<ul style="list-style-type: none"> -To identify and draw details of objects, consistently using marks and line to produce texture. -To successfully use shading to create mood and feeling, ensuring that the drawing communicates emotion. -To organise lines, tones, shapes and colours to represent figures and forms. -Explain why they have chosen specific materials to draw with, when sketching their canopic sculptures/ models - To write explanations next to their sketches in note form, giving reasons for their decisions and what they like or dislike about their sketches. -To use perspective when sketching their sculptures. 			<ul style="list-style-type: none"> -To experiment and combine material to create a 3D form from recycled materials using plastic bottles/ paper mache -To create models on a range of scales, in groups. Create a small practice model, moving on to a large-scale final sculpture. -To add texture to a piece of work (i.e. crumpled newspaper/ bottles/ plastic etc) -To use their sketches to create a final 3D piece. -Use iPads to take images, to see their models from different angles (stick photos in sketchbooks next to sketches). To plan a sculpture/ model through drawing/sketching and preparatory work. -To create work open to interpretation by the audience. 		<p>Model, Sculpture, Sketch, Texture, Shading, 3D Form, Scale, Research, Materials, Experiment, Visual, Tactile.</p>

**Painting/Sculptures – Plastic Pollution Sculptor
(Cycle A: UKS2)**

<p>Year 5</p>	<ul style="list-style-type: none"> -To identify and draw details of objects, using marks and line to produce texture. -To successfully use shading to create mood and feeling. -To organise lines, tones, shapes and colours to represent figures and forms. -Explain why they have chosen specific materials to draw with, when sketching their environmental sculptures/ models - To write explanations next to their sketches in note form, giving reasons for their decisions and what they like or dislike about their sketches. -To use perspective when sketching their sculptures. <p>Search: plastic pollution sculptures</p>			<ul style="list-style-type: none"> -To experiment and combine material to create a 3D form from recycled materials, i.e. plastic bottles. -To add texture to a piece of work (i.e. crumpled newspaper/ bottles/ plastic etc) -To use their sketches to create a final 3D piece. -Use iPads to take images, to see their models from different angles (stick photos in sketchbooks next to sketches). <p>To plan a sculpture/ model through drawing/sketching and preparatory work.</p>		<p>Model, Sculpture, Sketch, Texture, Shading, Recycled Materials, Environment</p>
<p>Year 6</p>	<ul style="list-style-type: none"> -To identify and draw details of objects, consistently using marks and line to produce texture. -To successfully use shading to create mood and feeling, ensuring that the drawing communicates emotion. -To organise lines, tones, shapes and colours to represent figures and forms. -Explain why they have chosen specific materials to draw with, when sketching their environmental sculptures/ models - To write explanations next to their sketches in note form, giving reasons for their decisions and what they like or dislike about their sketches. -To use perspective when sketching their sculptures. <p>Search: plastic pollution sculptures</p>			<ul style="list-style-type: none"> -To experiment and combine material to create a 3D form from recycled materials, i.e. plastic bottles. -To create models on a range of scales, in groups. Create a small practice model, moving on to a large-scale final sculpture. -To add texture to a piece of work (i.e. crumpled newspaper/ bottles/ plastic etc) -To use their sketches to create a final 3D piece. -Use iPads to take images, to see their models from different angles (stick photos in sketchbooks next to sketches). <p>To plan a sculpture/ model through drawing/sketching and preparatory work.</p> <ul style="list-style-type: none"> -To create work open to interpretation by the audience. 		<p>Clay, Model, Sculpture, Sketch, Texture, Shading, 3D Form, Scale, Research, Materials, Experiment, Visual, Tactile.</p>

Charcoal: Blitz Scene (cycle A: UKS2)

<p>Year 5</p>	<ul style="list-style-type: none"> -To identify and draw details of objects, using marks and line to produce texture. -To successfully use shading to create mood and feeling. -To organise lines, tones, shapes and colours to represent figures and forms. -Explain why they have chosen specific materials to draw with, when sketching their fossils, particular different types of pencil and charcoal. - To write explanations next to their sketches in note form, giving reasons for their decisions and what they like or dislike about their sketches. -To use perspective when sketching their sculptures. 					<p>Multi Colour Print, Repeating Pattern, Printing Block, Environment, Design, Repeated Design, Rotated Design.</p>
<p>Year 6</p>	<ul style="list-style-type: none"> -To identify and draw details of objects, consistently using marks and line to produce texture. -To successfully use shading to create mood and feeling, ensuring that the drawing communicates emotion. -To organise lines, tones, shapes and colours to represent figures and forms of fossils. -Explain why they have chosen specific materials to draw with, when sketching their fossils. - To write explanations next to their sketches in note form, giving reasons for their decisions and what they like or dislike about their sketches. -To use perspective when sketching their sculptures. 					<p>Multi Colour Print, Repeating Pattern, Printing Block, Environment, Design, Repeated Design, Rotated Design, Overlaying, Accurate.</p>

Drawing: Fossils (cycle B: UKS2)

<p>Year 5</p>	<ul style="list-style-type: none"> -To identify and draw details of objects, using marks and line to produce texture. -To successfully use shading to create mood and feeling. -To organise lines, tones, shapes and colours to represent figures and forms. -Explain why they have chosen specific materials to draw with, when sketching their fossils, particular different types of pencil and charcoal. - To write explanations next to their sketches in note form, giving reasons for their decisions and what they like or dislike about their sketches. -To use perspective when sketching their sculptures. 		<ul style="list-style-type: none"> -To design a fossil printing block and use it to create a print. -To make a print using a number of colours, linking this to patterns in the environment (leaves, rocks, fossils). -Create an accurate print design of real-life fossils, that meets the given criteria (eg, repeated design, rotated design). -To compare mono printing to block printing. 	<ul style="list-style-type: none"> -To use the printing block to print onto a variety of potential materials (various paper, various fabrics). -To use several colours to print with -To create an accurate print design in line with given criteria. 		<p>Fossils, Multi Colour Print, Repeating Pattern, Printing Block, Environment, Design, Repeated Design, Rotated Design.</p>
<p>Year 6</p>	<ul style="list-style-type: none"> -To identify and draw details of objects, consistently using marks and line to produce texture. -To successfully use shading to create mood and feeling, ensuring that the drawing communicates emotion. -To organise lines, tones, shapes and colours to represent figures and forms of fossils. -Explain why they have chosen specific materials to draw with, when sketching their fossils. - To write explanations next to their sketches in note form, giving reasons for their decisions and what they like or dislike about their sketches. -To use perspective when sketching their sculptures. 		<ul style="list-style-type: none"> - To design a fossil printing block and use it to create a print. -To make a print using a number of colours, (overlying) linking this to patterns in the environment (leaves, rocks, fossils). -Create an accurate print design of real-life fossils, that meets the given criteria (eg, repeated design, rotated design). -To compare mono printing to block printing. 	<ul style="list-style-type: none"> -To use the printing block to print onto a variety of potential materials (various paper, various fabrics). -To overprint using different colours -To look very carefully at the materials they use and make decisions about the effectiveness of their printing methods. 		<p>Fossils, Multi Colour Print, Repeating Pattern, Printing Block, Environment, Design, Repeated Design, Rotated Design, Overlying, Accurate.</p>

Watercolour Painting (Cycle B: UKS2)

<p>Year 5</p>	<ul style="list-style-type: none"> -To use sketches in order to gather ideas for their portrait, looking at two different artists. -To write explanations next to their sketches in note form, giving reasons for their decisions and what they like or dislike about their sketches. -To successfully use shading to create mood and feeling. -To use their sketches to produce a final piece of work- a watercolour -To explain why they have chosen specific materials they have drawn with. 	<ul style="list-style-type: none"> - To predict with accuracy the colour that they mix for their portraits -To know where the primary and secondary colours sit on a colour wheel (recap). -To produce an appropriate background using a wash. -To use a range of brushes to create different effects. -To create all colours needed for their watercolour. -To create a range of moods in two different watercolours and compare the moods effectively. -To express their emotions effectively through the painting. 				<p>Sketch, Expression, Landscape, Paint, Watercolour Wash, Realism, Abstract, Primary Colours, Secondary Colours, Shading, Texture, Mood, Feeling, Accuracy, Emotions.</p>
<p>Year 6</p>	<ul style="list-style-type: none"> -To use sketches in order to gather ideas for their portrait, looking at two different artists. -To write explanations next to their sketches in note form, giving reasons for their decisions and what they like or dislike about their sketches. -To successfully use shading to create mood and feeling. -To show facial expressions and body language in their drawings. -To use their sketches to produce a final piece of work- a watercolour -To explain why they have chosen specific materials they have drawn with. -To consider whether their sketches convey emotions. 	<ul style="list-style-type: none"> - To predict with accuracy the colour that they mix for their watercolours -To know where the primary and secondary colours sit on a colour wheel (recap). -To produce an appropriate background using a wash. -To use a wide range of techniques and brushes to create different effects. -To create all colours needed for their portrait. -To create a range of moods in two different watercolours and compare the moods effectively. -To express their emotions effectively through the painting. -To explain their own style, based on inspiration from artists studied. -To explain why they have chosen specific painting techniques for a watercolour. Done verbally to peers/ annotations in sketch books 				<p>Sketch, Expression, Portrait, Wash, Realism, Abstract, Picasso, Primary Colours, Secondary Colours, Shading, Texture, Mood, Feeling, Accuracy, Emotions, Individual Style.</p>

Clay: Greek Pottery (Cycle B: UKS2)

<p>Year 5</p>	<ul style="list-style-type: none"> -To identify and draw details of objects, using marks and line to produce texture. -To successfully use shading to create mood and feeling. -To organise lines, tones, shapes and colours to represent figures and forms. -Explain why they have chosen specific materials to draw with, when sketching their canopic sculptures - To write explanations next to their sketches in note form, giving reasons for their decisions and what they like or dislike about their sketches. -To use perspective when sketching their sculptures. 			<ul style="list-style-type: none"> -To experiment and combine material to create a 3D form using, plastic bottles/ paper mache -To add texture to a piece of work (i.e. crumpled newspaper/ bottles/ plastic etc) -To use their sketches to create a final 3D piece. -Use iPads to take images, to see their models from different angles (stick photos in sketchbooks next to sketches). To plan a sculpture/ model through drawing/sketching and preparatory work. 		<p>Model, Sculpture, Sketch, Texture, Shading, Materials, Environment.</p>
<p>Year 6</p>	<ul style="list-style-type: none"> -To identify and draw details of objects, consistently using marks and line to produce texture. -To successfully use shading to create mood and feeling, ensuring that the drawing communicates emotion. -To organise lines, tones, shapes and colours to represent figures and forms. -Explain why they have chosen specific materials to draw with, when sketching their canopic sculptures/ models - To write explanations next to their sketches in note form, giving reasons for their decisions and what they like or dislike about their sketches. -To use perspective when sketching their sculptures. 			<ul style="list-style-type: none"> -To experiment and combine material to create a 3D form from recycled materials using plastic bottles/ paper mache -To create models on a range of scales, in groups. Create a small practice model, moving on to a large-scale final sculpture. -To add texture to a piece of work (i.e. crumpled newspaper/ bottles/ plastic etc) -To use their sketches to create a final 3D piece. -Use iPads to take images, to see their models from different angles (stick photos in sketchbooks next to sketches). To plan a sculpture/ model through drawing/sketching and preparatory work. -To create work open to interpretation by the audience. 		<p>Model, Sculpture, Sketch, Texture, Shading, 3D Form, Scale, Research, Materials, Experiment, Visual, Tactile.</p>

