

## Art and Design Long term planning

### Curriculum drivers

The curriculum is underpinned by the school's Curriculum Drivers: **Knowledge**, **Skills**, **Community** and **Self**. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum.

| Year A | Toy Story | The Great Fire of London  | Pets at Home | People who help us   | Treasure  | Amazing Australia!  |
|--------|-----------|---|--------------|--|---|---|
| Art    | D&T       | <p>Land and cityscapes – Vincent Van Gogh</p> <p>Firework/bonfire night paintings and pictures</p> <p>Silhouette of London</p> <p>Landscapes and cityscapes (twinkl unit but don't do Monet as Y3/4 focus - Vincent Van Gogh silhouette of London instead.</p> <p>Metzinger mosaics for bonfire artwork)</p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> | D&T          | <p>Portraits</p> <p>Frida Kahlo</p> <p>Andy Warhol - pop art</p> <p>(Use and adapt ideas from twinkl unit</p> <ul style="list-style-type: none"> <li>- Drawing techniques</li> <li>- Mix colours)</li> </ul> <p>Andy Warhol - printing instead of photocopying photos?</p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> | <p>Design different flags style of Mondrian</p> <p>Use of textiles and digital media.</p> <p><b>Link with D&amp;T</b></p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> | <p>Aboriginal art</p> <p>Drawing/painting/printing/tile of aboriginal art</p> <p>to use drawing, painting to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> |
|        |           | □ Respond to ideas and starting points.   |              | □ Drawing - Draw lines of different sizes and thicknesses.   | □ Explore ideas and collect visual information.   | □ Respond to ideas and starting points.   |

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|  |  | <ul style="list-style-type: none"> <li>□ Collage - Use a combination of materials that are cut, torn and glued.</li> <li>□ Collage - Sort and arrange materials</li> <li>□ Painting - Use thick and thin brushes.</li> <li>□ Painting - Mix primary colours to make secondary.</li> <li>□ Painting - Add white to colours to make tints and black to colours to make tones.</li> <li>□ Describe the work of notable artists, artisans and designers.</li> </ul> |  | <ul style="list-style-type: none"> <li>□ Drawing - Show patterns and texture.</li> <li>□ Drawing - Show different tones.</li> <li>□ Painting - Use thick and thin brushes.</li> <li>□ Painting - Mix primary colours to make secondary.</li> <li>□ Painting - Add white to colours to make tints and black to colours to make tones.</li> <li>□ Print - Press, roll, rub and stamp to make prints.</li> <li>□ Describe the work of notable artists, artisans and designers.</li> <li>□ Use some of the ideas of artists studied to create pieces.</li> </ul> | <ul style="list-style-type: none"> <li>□ Explore different methods and materials as ideas develop.</li> <li>□ Textiles - Create patterns</li> <li>□ Textiles - Join materials</li> <li>□ Digital Media - Use a wide range of tools to create textures, lines, tools, colours and shapes</li> <li>□ Describe the work of notable artists, artisans and designers.</li> <li>□ Use some of the ideas of artists studied to create pieces.</li> </ul> | <ul style="list-style-type: none"> <li>□ Explore ideas and collect visual information.</li> <li>□ Drawing - Show patterns and texture.</li> <li>□ Painting - Use thick and thin brushes.</li> <li>□ Painting - Mix primary colours to make secondary.</li> <li>□ Print - Use objects to create prints.</li> <li>□ Sculpture - Use a combination of shapes.</li> <li>□ Sculpture - Include lines and texture</li> </ul> |
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| Year B | Ghastly events  | Extreme Weather | Royal Party Time!   | How does your garden grow?  | Amazing Africa! Kenya   | Sailing across the sea   |
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| Art    | <p><b>Andy Goldsworthy</b><br/>Nature Sculptures (twinkl unit)<br/>Science - Natural/manmade?</p>   |                 | <p>Make jewellery for a king/queen (clay)<br/>Make decorations using textiles.<br/><b>Link with D&amp;T</b></p>   | <p><b>Giuseppe Arcimboldo and Georgia O'Keafe</b> - using flowers, fruits and vegetables to create a picture<br/>Sculpture of fruits and vegetables.</p>  | <p><b>African Art - Patterns</b><br/>1 or 2 lessons as D&amp;T focus</p>  | <p><b>Comparing different artists of seascapes- Hokusai, Melly Terpening, Van Gogh</b></p>   |
|        | <ul style="list-style-type: none"> <li>□ Respond to ideas and starting points.</li> <li>□ Explore ideas and collect visual information.</li> <li>□ Explore different methods and materials as ideas develop.</li> <li>□ Describe the work of notable artists, artisans and designers.</li> <li>□ Use some of the ideas of artists studied to create pieces.</li> <li>□ Drawing - Draw lines of different sizes and thicknesses.</li> <li>□ Drawing - Show patterns and texture.</li> <li>□ Drawing - Show different tones.</li> <li>□ Sculpture - Use a combination of shapes.</li> <li>□ Sculpture - Include lines and texture.</li> </ul> |                 | <ul style="list-style-type: none"> <li>□ Textiles - Create patterns</li> <li>□ Textiles - Join materials</li> <li>□ Sculpture - Use a combination of shapes.</li> <li>□ Sculpture - Include lines and texture.</li> </ul> | <ul style="list-style-type: none"> <li>□ Respond to ideas and starting points.</li> <li>□ Explore ideas and collect visual information.</li> <li>□ Explore different methods and materials as ideas develop.</li> <li>□ Drawing - Draw lines of different sizes and thicknesses.</li> <li>□ Drawing - Show patterns and texture.</li> <li>□ Painting - Use thick and thin brushes.</li> <li>□ Painting - Mix primary colours to make secondary.</li> <li>□ Painting - Add white to colours to make tints and black to colours to make tones.</li> </ul> | <ul style="list-style-type: none"> <li>□ Respond to ideas and starting points.</li> <li>□ Collage - Use a combination of materials that are cut, torn and glued.</li> <li>□ Collage - Sort and arrange materials</li> <li>□ Painting - Use thick and thin brushes.</li> <li>□ Painting - Mix primary colours to make secondary.</li> <li>□ Painting - Add white to colours to make tints and black to colours to make tones.</li> </ul> | <ul style="list-style-type: none"> <li>□ Respond to ideas and starting points.</li> <li>□ Collage - Use a combination of materials that are cut, torn and glued.</li> <li>□ Collage - Sort and arrange materials</li> <li>□ Collage - Use a combination of materials that are cut, torn and glued.</li> <li>□ Painting - Use thick and thin brushes.</li> <li>□ Painting - Mix primary colours to make secondary.</li> <li>□ Painting - Add white to colours to make tints and black to colours to make tones.</li> <li>□ Describe the work of notable artists, artisans and designers.</li> </ul> |

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|  | <ul style="list-style-type: none"><li>□ Print - Use objects to create prints.</li><li>□ Print - Press, roll, rub and stamp to make prints.</li><li>□ Collage - Sort and arrange materials.</li></ul> |  |  | <ul style="list-style-type: none"><li>□ Sculpture - Use a combination of shapes.</li><li>□ Sculpture - Include lines and texture</li><li>□ Describe the work of notable artists, artisans and designers.</li><li>□ Use some of the ideas of artists studied to create pieces.</li></ul> |  | <ul style="list-style-type: none"><li>□ Use some of the ideas of artists studied to create pieces.</li></ul> |
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| Year<br>A | Bonjour!<br>Europe - Focus on France  | Remarkable Romans   | La La La! | Food Glorious Food | Anglo-Saxons and Scots   | What's beneath my feet?<br>Rocks and Fossils   |
|-----------|---|---|-----------|--------------------|--|--|
| Art       | <p><b>Study of Monet and Berthe Morisot - Impressionism</b></p> <p><b>Self</b> – when painting and evaluating own and other's art.</p> <p><b>Community</b> – consider inviting other classes in to view their work or set up gallery in the Hall/corridor.</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 [for example, pencil, charcoal, paint, clay] about <b>great artists, architects and designers</b> in history.</p> | <p><b>Roman bust (clay).</b></p> <p><b>Mosaics</b></p> <p>to create sketch books to record their observations and use them to review and revisit ideas§ to improve their mastery of art and design techniques, including drawing, painting and <b>sculpture</b> with a range of materials [for example, pencil, charcoal, paint, clay]§ about great artists, architects and designers in history.</p> | D&T       | D&T                | <p><b>Anglo-Saxon Shields/brooches</b></p> <p><b>Illuminated letters</b></p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]§ about great artists, architects and designers in history.</p> | <p><b>Fossils Art work</b></p> <p><b>Sketching - on field trip</b></p> <p>to create sketch books to record their observations and use them to review and revisit ideas§ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]§ about great artists, architects and designers in history.</p> |
|           | <p>□ Develop ideas from starting points throughout the curriculum.<br/>Collect information, sketches and resources.</p> <p>□ Comment on artworks using visual language.</p>   | <p>□ Develop ideas from starting points throughout the curriculum.<br/>Collect information, sketches and resources.</p> <p>□ Adapt and refine ideas as they progress.</p>   |           |                    | <p>□ Develop ideas from starting points throughout the curriculum.<br/>Collect information, sketches and resources.</p> <p>□ Adapt and refine ideas as they progress.</p>  | <p>□ Develop ideas from starting points throughout the curriculum.<br/>Collect information, sketches and resources.</p> <p>□ Drawing - Use different hardness of pencils to show line, tone and texture.</p> <p>□ Drawing - Sketch lightly.</p>  |

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|  | <ul style="list-style-type: none"> <li>□ Painting - Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>□ Painting - Mix colours effectively.</li> <li>□ Painting - Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>□ Painting - Experiment with creating mood with colour.</li> <li>□ Replicate some of the techniques used by notable artists, artisans and designers.</li> </ul> | <ul style="list-style-type: none"> <li>□ Collage - Select and arrange materials for a striking effect.</li> <li>□ Collage - Ensure work is precise.</li> <li>□ Sculpture - Create and combine shapes to create recognisable forms.</li> <li>□ Sculpture - Include texture that conveys feelings, expression or movement.</li> <li>□ Create original pieces that are influenced by studies of others.</li> </ul> |  |  | <ul style="list-style-type: none"> <li>□ Comment on artworks using visual language.</li> <li>□ Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>□ Create original pieces that are influenced by studies of others.</li> <li>□ Painting - Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>□ Painting - Mix colours effectively.</li> <li>□ Painting - Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>□ Painting - Experiment with creating mood with colour.</li> </ul> | <ul style="list-style-type: none"> <li>□ Drawing - Annotate sketches to explain and elaborate ideas.</li> <li>□ Drawing - Use shading to show light and shadow.</li> <li>□ Drawing - Use hatching and cross-hatching to show tone and texture.</li> <li>□ Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>□ Print - Use layers of two or more colours.</li> <li>□ Print - Make printing blocks.</li> <li>□ Print - Make precise repeating patterns.</li> <li>□ Comment on artworks using visual language.</li> </ul> |
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| Year B | Stone Age -Iron age  | Extreme Survival!  | Journey to Ancient Egypt  |                     | United Kingdom  | Europe - Russia - focus on River Volga?   |
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| Art    | Divide time with D&T - night light.<br>Cave Paintings Stone Age (jewellery, coil pot)  | D&T<br>And cover Art Depth of learning indicators.   | Cartouche - Hieroglyphics<br>Pharaoh Portraits<br>(Egyptian art collar - home learning)   | D&T - Make a shaduf | Antony Gormley, Barbara Hepworth - Sculptors<br>Share time with D&T   | Study of an artist from the European country<br>Collage - design their own colourful building<br>Kandinsky - abstract<br>Listen to Wagner to inspire a piece of art.<br>D&T - Russia Day - Food - one off session   |
|        | <ul style="list-style-type: none"> <li>□ Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources.</li> <li>□ Comment on artworks using visual language.</li> <li>□ Painting - Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>□ Painting - Mix colours effectively.</li> <li>□ Create original pieces that are influenced by studies of others.</li> </ul> | <ul style="list-style-type: none"> <li>□ Textiles - Shape and stitch materials.</li> <li>□ Textiles - Use basic cross stitch and back stitch.</li> <li>□ Textiles - Colour fabric.</li> <li>□ Replicate some of the techniques used by notable artists, artisans and designers. Collect information, sketches and resources.</li> </ul> Heat fix fabric paint.<br>Iron | <ul style="list-style-type: none"> <li>□ Develop ideas from starting points throughout the curriculum.</li> <li>□ Adapt and refine ideas as they progress.</li> <li>□ Comment on artworks using visual language.</li> <li>□ Painting - Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>□ Painting - Mix colours effectively.</li> <li>□ Painting - Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>□ Print - Use layers of two or more colours.</li> <li>□ Print - Make printing blocks.</li> </ul> |                     | <ul style="list-style-type: none"> <li>□ Adapt and refine ideas as they progress.</li> <li>□ Comment on artworks using visual language. Collect information, sketches and resources.</li> <li>□ Drawing - Use different hardness of pencils to show line, tone and texture.</li> <li>□ Drawing - Sketch lightly.</li> <li>□ Drawing - Annotate sketches to explain and elaborate ideas.</li> <li>□ Drawing - Use shading to show light and shadow.</li> <li>□ Drawing - Use hatching and cross-hatching to show tone and texture.</li> <li>□ Sculpture - Create and combine shapes to create recognisable forms.</li> <li>□ Sculpture - Include texture that conveys feelings, expression or movement.</li> </ul> | <ul style="list-style-type: none"> <li>Develop ideas from starting points throughout the curriculum.</li> <li>□ Adapt and refine ideas as they progress.</li> <li>□ Comment on artworks using visual language.</li> <li>□ Painting - Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>□ Painting - Mix colours effectively.</li> <li>□ Painting - Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>□ Painting - Experiment with creating mood with colour.</li> <li>□ Collage - Select and arrange materials for a striking effect.</li> <li>□ Collage - Ensure work is precise.</li> </ul> |

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|  | <p>□ Replicate some of the techniques used by notable artists, artisans and designers.</p> |  | <p>□ Print - Make precise repeating patterns.</p> |  | <p>□ Create original pieces that are influenced by studies of others.<br/>         □ Digital Media - Create images, video and sound recordings and explain why they were created</p> | <p>□ Replicate some of the techniques used by notable artists, artisans and designers.<br/>         □ Create original pieces that are influenced by studies of others.<br/>         □ Digital Media - Create images, video and sound recordings and explain why they were created</p> |
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| <b>Year A</b> | <p><b>Riotous Royalty</b><br/>Aspect or theme beyond 1066 - changing powers of monarchs (Henry VIII)<br/>Queen Victoria - Victorians?</p> |                | <p>Around the world in 80 days</p>  | <p><b>Victorious Vikings</b><br/>Viking and Anglo Saxon</p>  | <p><b>Shaking and exploding</b><br/>Earthquake, zones and volcanoes</p> | <p>Local study - Gillingham /SP<br/>How we are linked</p>   |
| <b>Art</b>    | <p>William Morris - wallpaper designs<br/>Printing own wrapping paper<br/>Victorian Silhouettes<br/>Stain glass windows?</p>              | <p>D&amp;T</p> | <p>Additional artwork based on the countries mentioned in the story?<br/>Painted elephants/Indian elephant mobile.<br/>Peacocks - water colours</p> | <p>Viking long ship collage<br/>Bayeux tapestry<br/>Drawing designs for buckles and purse lids</p> | <p>D&amp;T</p>  | <p>1 or 2 sessions as D&amp;T focus<br/>Sketching landscapes (Constable/Turner)<br/>Romantism</p> |

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| <ul style="list-style-type: none"> <li>□ Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>□ Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>□ Comment on artworks with a fluent grasp of visual language.</li> <li>□ Print - Build up layers of colours.</li> <li>□ Print - Create an accurate pattern, showing fine detail.</li> <li>□ Print - Use a range of visual elements to reflect the purpose of the work.</li> <li>□ Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>□ Show how the work of those studied was influential in both society and to other artists.</li> <li>□ Create original pieces that show a range of influences and styles.</li> </ul> |  |  | <p><b>Sculpture?</b></p> <p><b>Textiles?</b></p> <ul style="list-style-type: none"> <li>□ Textiles - Show precision in techniques.</li> <li>□ Textiles - Combine previously learned techniques to create pieces.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>□ Painting - Sketch (lightly) before painting to combine line and colour.</li> <li>□ Painting - Create a colour palette based upon colours observed in the natural or built world.</li> <li>□ Painting - Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>□ Painting - Combine colours, tones and tints to enhance the mood of a piece.</li> <li>□ Painting - Use brush techniques and the qualities of paint to create texture.</li> </ul> | <ul style="list-style-type: none"> <li>□ Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>□ Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>□ Use the qualities of materials to enhance ideas.</li> <li>□ Spot the potentials in unexpected results as work progresses.</li> <li>□ Comment on artworks with a fluent grasp of visual language.</li> <li>□ Drawing - Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>□ Drawing - Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>□ Collage - Mix textures (rough and smooth, plain and patterned).</li> </ul> | <ul style="list-style-type: none"> <li>□ Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>□ Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>□ Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>□ Show how the work of those studied was influential in both society and to other artists.</li> <li>□ Use the qualities of materials to enhance ideas.</li> <li>□ Spot the potentials in unexpected results as work progresses.</li> <li>□ Comment on artworks with a fluent grasp of visual language.</li> <li>□ Drawing - Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>□ Drawing - Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>□ Drawing - Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>□ Painting - Sketch (lightly) before painting to combine line and colour.</li> <li>□ Painting - Create a colour palette based upon colours observed in the natural or built world.</li> </ul> |
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| <b>Year B</b> | To infinity and beyond - Science heavy | Aspect or theme beyond 1066 - significant turning point in British History - WWI / WWII Battle of Britain | <b>Vanishing Rainforests</b><br>-Link to Kenya | <b>Mayans</b> | <b>Ancient Greeks</b> | A local history study - Shaftesbury - Gold Hill/St Peter's Church/The Abbey |
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| <p><b>Art</b></p> | <p>D&amp;T</p> | <p>Depends on the significant turning point in British History you are going to be focusing on.<br/>Adapt work so that it still covers the Depth of Learning Key Indicators below.<br/><b>Henry Moore / Stanley Spencer</b><br/>Art to commemorate people who fought in wars</p> <p>Lest we forget piece of art - painting / collage<br/>Paul Nash - in Flanders Fields (planBee)<br/>Propaganda posters</p> <p><a href="https://www.tate.org.uk/kids/explore/who-is/who-henry-moore">https://www.tate.org.uk/kids/explore/who-is/who-henry-moore</a><br/>Stanley Spencer?</p> | <p>D&amp;T</p> | <p>Mayan mural/frescoes<br/>Sculptures - Scenes - carved into pottery/panels</p> | <p>Greek Portraits</p> | <p>D&amp;T<br/>Also make use of the Textile key indicators for art.</p> |
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|  | <ul style="list-style-type: none"> <li>□ Painting - Sketch (lightly) before painting to combine line and colour.</li> <li>□ Painting - Create a colour palette based upon colours observed in the natural or built world.</li> <li>□ Painting - Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>□ Painting - Combine colours, tones and tints to enhance the mood of a piece.</li> <li>□ Painting - Use brush techniques and the qualities of paint to create texture.</li> <li>□ Painting - Develop a personal style of painting, drawing upon ideas from other artists.</li> <li>□ Collage - Mix textures (rough and smooth, plain and patterned).</li> <li>□ Use the qualities of materials to enhance ideas.</li> <li>□ Spot the potentials in unexpected results as work progresses.</li> <li>□ Comment on artworks with a fluent grasp of visual language.</li> <li>□ Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>□ Create original pieces that show a range of influences and styles.</li> <li>□ Show how the work of those studied was influential in both society and to other artists.</li> </ul> | <ul style="list-style-type: none"> <li>□ Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>□ Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>□ Use the qualities of materials to enhance ideas.</li> <li>□ Spot the potentials in unexpected results as work progresses.</li> <li>□ Comment on artworks with a fluent grasp of visual language.</li> <li>□ Sculpture - Show lifelike qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>□ Sculpture - Use tools to carve and add shapes, texture and pattern.</li> <li>□ Painting - Sketch (lightly) before painting to combine line and colour.</li> <li>□ Painting - Create a colour palette based upon colours observed in the natural or built world.</li> <li>□ Painting - Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>□ Painting - Combine colours, tones and tints to enhance the mood of a piece.</li> <li>□ Painting - Use brush techniques and the qualities of paint to create texture.</li> <li>□ Painting - Develop a personal style of painting, drawing upon ideas from other artists.</li> <li>□ Create original pieces that show a range of influences and styles.</li> </ul> | <ul style="list-style-type: none"> <li>□ Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>□ Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>□ Use the qualities of materials to enhance ideas.</li> <li>□ Spot the potentials in unexpected results as work progresses.</li> <li>□ Comment on artworks with a fluent grasp of visual language.</li> <li>□ Drawing - Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>□ Drawing - Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>□ Drawing - Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>□ Painting - Sketch (lightly) before painting to combine line and colour.</li> <li>□ Painting - Create a colour palette based upon colours observed in the natural or built world.</li> <li>□ Painting - Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>□ Painting - Combine colours, tones and tints to enhance the mood of a piece.</li> <li>□ Painting - Use brush techniques and the qualities of paint to create texture.</li> <li>□ Painting - Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul> | <ul style="list-style-type: none"> <li>□ Textiles - Show precision in techniques.</li> <li>□ Textiles - Combine previously learned techniques to create pieces.</li> </ul> |
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|  |  |  |  |  | <ul style="list-style-type: none"><li>□ Give details (including own sketches) about the style of some notable artists, artisans and designers.</li><li>□ Show how the work of those studied was influential in both society and to other artists.</li><li>□ Create original pieces that show a range of influences and styles.</li></ul> |  |
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