St Monica's Catholic Primary School

Philosophy

Every child is a unique gift from God, with his or her own unique gifts.

Our Catholic school, inspired by the teaching of Jesus Christ, will always endeavour to meet the needs of every child within our school.

At St. Monica's, we strive to ensure that all children and staff are offered the opportunity to develop to their full potential in individual, educational, moral, intellectual and spiritual needs.

Our Mission Statement is "Let Trust, Respect and Love live here."

What we teach and what your children learn in Art

Please see below a summary of our plans (organised by Year Group and Term) for teaching and learning in Art in our school.

If you want further information on the curriculum, including how it is differentiated for children within classes who are at different stages of learning including your child, please contact your child's teacher of email the school on stmonicas@st-monicas.co.uk

Our Intent, Implementation and Impact statement for Art

Intent:
At St. Monica's, we believe that art and design inspires creativity and imagination. Our art curriculum will provide visual, tactile and sensory experiences and opportunities for children to express themselves creatively. It is designed to inspire, engage and challenge children - enabling pupils to explore their own ideas and communicate what they see, feel and think through the visual elements of art. Children will be exposed to a wide range of skills and techniques including drawing, painting and sculpture which will be developed throughout their journey at St Monica's. They will explore ideas and meaning through the work of a variety of artists, designers, craft makers and sculptors and experience opportunities to evaluate and analyse creative works using the language of art, craft and design. Additionally, as they learn about the history, roles and functions of art, they can explore the impact that art has on different cultures and people of different times.

Implementation:
The skills and knowledge that children will develop throughout each art lesson are mapped across each year group and throughout the school to ensure progression. At St Monica's, our art curriculum is heavily based on cross curricular learning, where appropriate, to ensure relevance and further embed their knowledge and understanding of context. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. Similarly, the focus on skills ensures that children are given opportunities to express their creative imagination, as well as practise and develop mastery in the key elements of art.

At St Monica's we will achieve this by:
• Teaching art regularly. All children will cover an art topic at least once every term and will also have additional opportunities to engage with art and design activities throughout the school year.
• Teaching a predominantly skills-based curriculum, which covers drawing, painting, sculpture, textiles and printing. Full details of our art curriculum can be found in our year group progression maps.
• Re-visiting and re-teaching skills throughout the children's time in school. Skills are revisited in a spiral curriculum, which progresses in terms of depth and challenge, to build on the children's previous learning.
• Ensuring that all activities are differentiated suitably, so that each child develops their skills and techniques in a way appropriate to them.
• Utilising sketchbooks, so that children feel safe to experiment and take risks and see their progression.
• Encouraging children to self-evaluate their own art work as well as the work of others.

• Celebrating effort, progress and achievement in art through assemblies, displays, exhibitions and enrichment activities.
•Organising an inspiring Art Week to immerse every child in an engaging theme including a variety of skills and techniques.

Impact:
By the end of their time at St. Monica's, we strive for pupils to have learned, developed and embedded a wide range of artistic skills as well as knowledge about a diverse range of artists and craftspeople. The children will be able to communicate their thoughts and feelings through their work and be able to discuss artwork they see and their own personal opinions on it. We want our children to feel confident to explore, experiment and take risks within art and design and not feel afraid of making mistakes. We place huge importance on the journey of a piece of art and what new skills and knowledge children can develop while working towards their final piece.

By the end of Year 6, children will:

- Have developed their skills in drawing, painting, sculpture, collage, printing and digital art.
- Be able to select and use a range of media with control (e.g. pencil, watercolours, poster paint, charcoal, chalk pastel, oil pastel).
- Be able to use and discuss a range of visual elements including: colour, pattern, texture, line, shape, form and space.
- Know the difference between drawing pencils (e.g. 2H, HB, 6B), paints (e.g. poster and watercolour) and pastels (chalk and oil); and know their effect.
- Know some famous artists, including at least one designer and at least one architect, and can comment on their work.
- Know some different styles of art (e.g. Impressionism, Pop art, surrealism) and artists who contributed to them.

Y	Topic	Topic Knowledge and Skills	Objectives and Tasks	Vocabulary
1	Kandinsky and fireworks	**Knowledge:** • To use a range of materials creatively to design and make products. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • 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. **Skills:** Drawing • Create symbols and scribble patterns • Consolidating fine motor control through the use of different pencils • Begin to produce lines in a range of different tones using the same pencil • Begin to use pastels in different ways – mixing and hatching Painting • Mix primary colours • Begin to use black and white to create tints and tones • Create a range of marks with a paintbrush • Create texture using different thicknesses of paint • Work from observation and imagination • Look at work of other artists	• Experiment- use hands to tear and scrunch paper, scissors to cut and glue to create a collage. • Experiment- create symbols and patterns by using different lines and tones. Discuss tone by exploring pressure and line thickness using the same pencil. • Experiment- mix primary colours to create and name the secondary colours, using poster paints and water colours. • Experiment- use oil pastels to create patterns and mix/ blend colours. • Create- use colour, circles and squares to create a piece of art inspired by Kandinsky using oil pastels. • Create- use watered down paint, a paint brush splattering technique to create a firework painting. Children to use thick paints with sand added to paint foreground details of buildings from a given example.	tearing, cutting, sniping, scrunching, tissue paper, fill, symbol, scribble, pattern, tone, hatching, primary colours, red, yellow, blue, secondary colours, orange, purple, green, mix, pastels, mixing, hatching, tones, pressure, tint, tone, Kandinsky, fireworks, splash, splatter, thin, thick, texture, sand, foreground, background, glitter

		Collage • Apply simple decoration • Use glue carefully • Cut shapes using scissors Exploring • Respond to ideas to create an image • Communicate ideas using a variety of media.		
	Weather, Seasons and Coast	Knowledge: • To use a range of materials creatively to design and make products. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Skills: Drawing • Create symbols and scribble patterns • Consolidating fine motor control through the use of different pencils Painting • Create a range of marks with a paintbrush and a variety of tools (eg. Fingers, card, twigs, etc) • Create texture using different thicknesses of paint • Work from observation and imagination Collage • Apply simple decoration • Use glue carefully • Cut shapes using scissors 3D	• Experiment- use paints to create a weather picture to show rain, sun, rainbows, hail, fog, clouds, wind and snow. • Experiment- use pencil control to draw and colour two seasons pictures. • Explore different ways to make textures. Children to use paint, bubble wrap, corrugated card, paintbrushes and plastic playdough tools to explore ways to make different textures on paper. Children to use a textures to create an animal picture. • Create- can use a range of materials to create a collage. Children to glue on sand and coloured papers to form coastal collages. Children to use pens and pencils to add detail to their pictures. • Create- 3D model of the coast. Children to join use card, paper, tape and glue to create a coastal model.	paint, paintbrush, tools, paint covered string pulling (sun and fog), marble rolling (wind), cotton bud painting (snow), tooth brush splattering (rain), multicolored sponge arcs (rainbow), Cotton bud pulling and dabbing (hail), cotton ball printing (clouds), Drawing, coloured pencil, carefully, control, within the lines, winter, spring, summer, autumn,

		• Shape and model from observation and imagination • Join using a modelling media • Use techniques such as pinching and rolling when working with moldable materials eg. Clay, plasticine, dough • Build a sculpture from a variety of objects – junk modelling • Use appropriate language to describe tools, media, etc Exploring • Respond to ideas to create an image • Communicate ideas using a variety of media.		printing, rubbing, material, texture, sea creature, collage, glue, gluing, stick, attach, join, cut, coastal picture, light house, star fish, shells, clouds, land, sun, sand, sea, cliff, beach, junk modelling, join, glue, glue stick, PVA glue, masking tape, sellotape, coastal model
	Goldsworthy, Mondrian and Gaudi	Knowledge: • To use a range of materials creatively to design and make products. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • 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. Skills:	• Explore- Look at and discuss Andy Goldsworthy's artwork. Children to create pieces of art outside using sticks, stones, leaves etc. • Observe and photograph the changes in their artwork over the course of 5 days. • Explore- Look at and discuss the work of Gaudi. • Explore using a range of tools to carve into clay. Children to try to replicate some of the shapes and patterns used in his work. • Experiment- use primary colours and shapes to create a Piet Mondrian inspired art using paint, pencils or pens.	Andy Goldsworthy, nature, natural, Gaudi, clay, tools, carve, Piet Mondrian, prime colours, block, represent, choose, respond, think, feel, why, favourite, feelings, ideas, improve

		Drawing
		  • Create symbols and scribble patterns
		  • Consolidating fine motor control through the use of different pencils
		  • Move towards solid infilling with coloured pencils
		Painting
		  • Mix primary colours
		  • Look at work of other artists
		3D
		  • Shape and model from observation and imagination
		  • Join using a modelling media
		  • Use techniques such as pinching and rolling when working with moldable materials eg. Clay, plasticine, dough
		  • Carve into media using tools
		  • Use appropriate language to describe tools, media, etc
		Exploring
		  • Respond to ideas to create an image
		  • Communicate ideas using a variety of media.
		Evaluating
		  • Describe what they think and feel about their own work
		  • Demonstrate some knowledge of the work of a range of artists
			• Create- Select a final piece inspired by their favourite artist.
			• Evaluate- discuss in small groups about how their artwork makes them feel and think.	

Y		**Topic Knowledge and Skills**	**Objectives and Tasks**	**Vocabulary**

2	Choccywoccydoo dah	Knowledge:
		  • [Know how] to use a range of materials to design and make products
		  • [Have the knowledge to] Share ideas, experiences and imagination (using drawing, painting and sculpture)
			• Experiment- draw a self-portrait showing pencil control and using a pencil to make textures, working from direct observation.
			• Experiment- paint self-portrait.
				Self- portrait, features, detail, mark making,

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		• Develop a range of art and design techniques Skills: Drawing: • Show increasing pencil control (e.g. Can draw selected detail) • Produce a growing range of patterns and textures with a single pencil • Use a range of tones using a single pencil • Work from direct observation and imagination	• Experiment- create a range of mark making patterns, textures and tones using a single pencil.	
	Pop Art	Knowledge: • Know how to use a range of materials to design and make products • Share ideas, experiences and imagination (using drawing and painting). • Develop a range of art and design techniques. • Learn about a range of artists (Andy Warhol). Skills: Drawing • Show increasing pencil control (e.g. Can draw selected detail) • Produce a growing range of patterns and textures with a single pencil • Use a range of tones using a single pencil • Work from direct observation and imagination • Use a range of drawing media in different ways: hatching, scribble, blending etc. • Solidly infill shapes with different colouring medias Painting • Mix a range of colours e.g. secondary • Begin to explore the relationship between colour and moods	• Explore- Find out about Andy Warhol and explore the Pop art techniques that were used such as dots, lines of varying width, black outlines and solidly infilling shapes with different colouring medias (pencils and felt tips). • Experiment- use a pencil and ruler to draw a variety of lines and dots. Use felt tip pens to block colour in a picture. • Experiment- complete colour wheel and discuss how we link colours to moods and emotions. • Experiment- trace a superhero using a black pencil to make an outline. Colour and fill each block using Pop Art techniques. • Create- complete superhero picture in the style of pop art. • Create- collage of superheroes and their favourite things using layers of paper and materials with different textures. • Experiment- use ICT software (Purple Mash '2Paint') to design their own Pop Art	Pop Art, style, influence, Andy Warhol, technique, thick, outline, tools, colour, primary, secondary, tertiary, colour theory, mood, emotions, cool, warm, superhero, style, texture, collage, layering, ICT, block colour, evaluation, compare, change

		- Work in different consistencies - Match colours and replicate patterns and textures around them - Use the brush to create a wide range of marks - Work in different ways and on a variety of different coloured paper **Collage** - Cut a variety of shapes to complete a composition - Investigate texture with paper **Exploring** - Explore their own ideas - Communicate their own ideas and meanings through a range of materials and processes - Identify the different forms art takes **Evaluating** - Comment on differences in the work of others - Suggest ways of improving their own work - Discuss the work of a range of artists, craft makers and designers describing the differences and similarities between different practices and making links to their own work.	images using online software. Children can use the repeated pattern tool or simple 2paint in order to create an image using block colour; lines; dots and outline. Evaluation- compare their work to Andy Warhol and explain similarities and differences and make links to their own work. Comment on the differences in the work of others. Observe their own work and suggest ways of improving it. Discuss what they like about their own work.	
	African Art	<u>Knowledge:</u> - Share ideas, experiences and imagination (using drawing, painting and sculpture). - To use a range of materials to design and make products. - Develop a range of art and design techniques. <u>Skills:</u> <u>Drawing</u> - Use soft pastels competently - Begin to experiment with oil pastels <u>3D</u>	- Explore Africa, its colours, shapes and patterns. - Experiment- print their own African patterns using a range of objects and colours. - Explore- Maasai jewellery and culture. Learn about Maasai jewellery and describe the colours and patterns within different pieces. - Design and make Massai jewellery using paper plates, string and colourful pasta shapes.	Print, African, pattern, repeat, shape, colour, craft materials, design, jewellery, patterns, colour, Maasai, combination, joining, technique, African mask,

		Use equipment the correct and safe way • Shape and form from direct observation and imagination • Join with confidence • Use a range of decorative techniques: applied, impressed, painted etc. • Use simple tools for shaping, mark making etc. • Replicate patterns and textures in a 3D form • Look and discuss their own work and that of other painters/ sculptures <u>Printing</u> • Create patterns and pictures by printing from objects using more than one colour • Develop impressed images with some detail • Use relief printing – string, card etc. • Identify the different forms printing takes: books, pictures, wallpaper, fabrics etc. <u>Exploring</u> • Identify the different forms Art takes <u>Evaluating</u> • Comment on differences in the work of others • Suggest ways of improving their own work • Discuss the work of a range of artists, craft makers and designers describing the differences and similarities between different practices and making links to their own work.	• Experiment- use templates and images to make clay African mask. • Experiment- work with clay to make African water jars. Use clay off-cuts to add extra features to their water jars. • Create- paint masks and water jars. • Evaluation- look and discuss their own work and that of African painters/sculptures, Discuss the work of a range of artists, craft makers and designers describing the differences and similarities between different practices and making links to their own work.	tribes, features, templates, image, reference, clay, roll, tools, decorate, African water jar, tribes, features, templates, image, reference, clay, roll, tools, decorate, object, colours, pattern
Y		**Topic Knowledge and Skills**	**Objectives and Tasks**	**Vocabulary**
3	Cave Paintings CC link: History- Stone Age	<u>Knowledge:</u> • To improve mastery of Art and Design techniques • To learn about and take inspiration from notable artists/architects/designers <u>Skills:</u>	• Create a colour wheel and identify primary and secondary colours. • Discuss warm, cool and neutral colours. • Research Stone Age cave paintings.	Colour wheel, mineral pigments, speleology (study of caves), hand stencils,

		Drawing • Control a pencil with increasing confidence. • Draw whole sketches. • Experiment with different types of line to create a composition. • Create texture through rubbings and creating surface patterns with pencils. • Confidently work from observation. Painting • Use paint and equipment correctly. • Predict colour mixing results with increasing accuracy – colour wheel • Use colour washes to build up thicker layers and paint detail • Use a paintbrush to produce marks appropriate for work. 3D • Use clay tools correctly and safely • Roll a thin tile of clay with a 1cm thickness	• Experiment- recreate own stone age cave picture of animal using similar natural colours. • Create a negative and positive handprint using paint. • Design- using knowledge of Stone Age activities (link with literacy) design a story tile. • Create a clay stone age story tile using the clay tools correctly. • Research Wayne Thiebaud and compare his work with other pre-historic artists	caves, stone age, sketch, pencil, chalk, paint, Chauvet cave, Lascaux cave, colour wheel, warm, cool, neutral, clay, modelling, carve, Wayne Thiebaud.
	Blitz Art CC link: History-WW2	Knowledge: • To understand about artists who painted during WW2- Pablo Picasso. Skills: Painting • Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. • Show an awareness of how paintings are created i.e. Composition. • Explore colour mixing and blending techniques • Begin to develop their own style using tonal contrast and mixed media. Collage	• Explore websites on Pablo Picasso and discuss his paintings and background. • Research facts about a famous artist. • Create artist study- Pablo Picasso. • Discuss technique of blending paint. • Blend paint using warm colours to create a background. • Create a foreground for Blitz picture- sketch outline, cut around picture to create a silhouette. • Create a tonal contrast in their picture. • Evaluate their Blitz picture- look at their artwork and reflect on what they like/ dislike about it.	Pablo Picasso, artist, painting, colour, feelings, emotions, Guernica, blending, background, warm colours, colour mixing, silhouette, background, foreground, tonal contrast, same, different, changes,

		• Use the techniques of folding, repeating and overlapping with a variety of different collage mediums. 3D • Design a foreground by experimenting with drawing/ cutting techniques.		reasons, improve, like, dislike, evaluate
	Roman Mosaics CC link: History- The Romans	Knowledge: • To explain the significance of mosaics in Roman art and identify some similarities between Roman mosaics. • Design- know how to use research to influence their own design. • Experiment- know how to practice a skill in different ways. • Make- know how to use printing ink and rollers and create a polystyrene tile print. • Evaluate- reflect on their own artwork and then use this to inform future pieces. Skills: Printing • To experiment and develop their technique of printing. • To use a roller to make marks. • To ink a slab correctly and use this to produce mono-prints. • To print a repeating pattern using printing ink, a polystyrene tile and a roller. • To create a large final piece using printing. Evaluating • To evaluate artwork by describing what went well and what they would change if they made it	• Explore Roman mosaics and look at of photos of Roman mosaics. Discuss the images depicted in them and the geometric designs, borders, natural colours. Label images of Roman mosaics and discuss similarities. • Design a Roman tile- make a list of common themes to inspire designs and discuss the boldness and simplicity of the central motif. Draw a simple design. Indent design onto polystyrene tile. • Experiment with printing- Demonstrate technique and then using designs, experiment with using a roller to ink evenly onto polystyrene tile. Place tile onto paper and then lift and repeat, leaving even spaces between. Reload tile with ink when needed. • Evaluate the printing tile- look at their artwork and reflect on what they like/ dislike about it. • Create- using previous experimentation and evaluation, create a second improved design. Print new design.	mosaic, print, tile, colour, motif, image, Roman, history, past, history, design, pattern, shape, geometric, border, natural colours, printing, polystyrene, tile, roller, ink, space

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Y		Topic Knowledge and Skills	Objectives and Tasks	Vocabulary
		again. • To use an evaluation to create an improved piece of artwork.		
4	Egyptian Art CC link: History- Ancient Egyptians	Knowledge: • Have the knowledge to create a sketching collection. • To improve mastery of Art and Design techniques. • To learn about and take inspiration from notable artists/architects/designers. Skills: • Identify the different forms art takes: books, pictures, wallpaper, fabrics etc. Drawing • Draw whole sketches with detail of surroundings. • Confidently sketch from imagination. • Solidly infill shapes with coloured pencils and produce a range of tones with each. • Express different feelings through drawing. Painting • Use paint and equipment correctly and with increasing confidence. Evaluating • Look at and talk about the work of other artists.	• Experiment- explore different colouring pencil techniques to produce a range of tones. • Research- Pop Art- Andy Warhol and discuss his use of bright colours. • Create- use bright colours to solidly colour in and decorate a sarcophagus. • Use the style of Andy Warhol to decorate a sarcophagus, including different tone for hieroglyphics. • Draw sketches with detail, using symmetry. • Create a basic shape of the Sarcophagus of King Tutankhamun using symmetry, adding some detail inside. • Design a cartouche- solidly infill shapes with coloured pencils. • Sketch pharaoh outline and then paint.	centred flat thick overlapped symmetry size
	Georgia O Keeffe	Knowledge: • Have the knowledge to create a sketching collection.	• Research artist- Georgia O Keeffe and discuss opinions, likes and dislikes. • Experiment- sketch flower, focus on size and shape.	Georgia O Keeffe, flowers, enlarge, repeat, sketch, shape,

		• To improve mastery of Art and Design techniques. • To learn about and take inspiration from notable artists/architects/designers. Skills: Drawing • Draw whole sketches with detail of surroundings. • Solidly infill shapes with coloured pencils and produce a range of tones with each. Painting • Use paint and equipment correctly and with increasing confidence. • Use the colour wheel to mix different shades of the same colour. • Understand how to use tints and tones to lighten and darken with the use of black and white. • Competently work with different consistencies of paint. Evaluating • Look at and talk about the work of other artists.	• Create- enlarge flower sketch on large paper, discuss artists use of colour. • Create- paint flowers in the style of artist using watercolours, discuss brush choices and detail. • Create- add details to final piece with black fine liners, outlines and lined detail. • Evaluate- discuss artwork, opinions, what went well, improvements. Discuss similarities and differences with artist.	size, detail, colour, close up, view, yellow calla, oriental poppies, red canna
	Tudor Art CC link: History- The Tudors	Knowledge: • Have the knowledge to create a sketching collection. • To improve mastery of Art and Design techniques. • To learn about and take inspiration from notable artists/architects/designers. Skills: • Look at and talk about the work of other artists. Drawing • To express different feelings through drawing.	• Explore Tudor portraits- discuss 'image'. • Experiment- sketch portraits to show different emotions/ facial expressions. • Experiment- explore using paint to lighten and darken different colours using black and white. Discuss warm and cool colours and the affect this can have on a portrait. • Experiment- sketch a self- portrait, focussing on proportion, use mirrors and proportion guides.	Tudor, portrait, expression, emotion, feeling, line, portrait, propaganda, shade, tone, tint, lighten, darken, portrait, self-portrait, proportions, line, profile, character,

		Topic Knowledge and Skills	Objectives and Tasks	Vocabulary
		Painting • Use paint and equipment correctly and with increasing confidence. • Understand how to use tints and tones to lighten and darken with the use of black and white. • Competently work with different consistencies of paint.	• Create- sketch a portrait in the style of The Tudors, using one half of an image to sketch the other side. • Paint portrait using tints and tones to lighten and darken.	power, position, style, tint, tone, colour wheel, style

Y		Topic Knowledge and Skills	Objectives and Tasks	Vocabulary
5	Gods and Goddesses CC link: History-Ancient Greeks	Knowledge: • Have the knowledge to create a sketching collection. • To improve mastery of Art and Design techniques. • To learn about and take inspiration from notable artists/architects/designers. Skills: Drawing • Begin to create depth in a composition through the use of very simple perspective (Extended) • Experiment with shading techniques (Extended) Painting • Begin to use tints in their work. • Confidently apply paint large flat areas of colour and use appropriate brushwork to the method of painting. • Understand the use of colours and their relationships – eg warm and cool colours. • Confidently work from direct observation. Collage • Use the techniques of folding, repeating and overlapping with a variety of different collage mediums. 3D	• Discuss images of Ancient Greek vases- similarities, differences, shape, uses, decorations, patterns. • Experiment- sketch own vase shape. • Experiment- paint vase drawing, using technique of covering the background in colour and leaving the detailed sections unpainted. Add detail with paint or fine liners. • Create- make a clay model of their vase using technique of a pinch pot, focus on how to attach clay to clay. • Paint clay case with simple detail and patterns. • Design own mythical creature influenced by artist and techniques. • Collage image of mythical creature.	amphora, handle, vase, pattern, image, form, block, detail, background, foreground, pinch pot, slip, score, coil, smooth, repeated patterns, collage, amalgamation, illustration, medium, inspiration

		• Shape, form, model and join with confidence • Work directly from observation. Exploring • Create sketchbooks to record their observations and use them to review and revisit ideas. Evaluating • Comment on ideas, methods and approaches in their own work and the work of others. • Adapt and improve their own work to realise their own intentions.		
	Abstract Space CC link: Science-Space	Knowledge: • Have the knowledge to create a sketching collection. • To improve mastery of Art and Design techniques. • To learn about and take inspiration from notable artists/architects/designers. Skills: Painting • Begin to use tints in their work. • Confidently apply paint large flat areas of colour and use appropriate brushwork to the method of painting. • Understand the use of colours and their relationships – eg warm and cool colours. Evaluating • Comment on ideas, methods and approaches in their own work and the work of others.	• Research artist- Peter Thorpe. • Plan rocket art. • Paint background using different painting techniques. • Create the foreground. • Evaluate.	foreground, background, abstract, illustrator, running, merging, stipling, background, foreground, evaluate
	Canals	Knowledge: • Have the knowledge to create a sketching collection.	• Research artist- Julian Trevelyan and discuss themes in his work. • Experiment- observational sketch and then complete with oil pastels.	Julian Trevelyan, artist, theme, canals, colour, detail,

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		Topic Knowledge and Skills	Objectives and Tasks	Vocabulary
	CC link: Geography- MKOK	• To improve mastery of Art and Design techniques. • To learn about and take inspiration from notable artists/architects/designers. Skills: Printing • Modify and adapt print as work progresses • Make a two colour print and begin to experiment with additional colours Exploring • Create sketchbooks to record their observations and use them to review and revisit ideas Evaluating • Comment on ideas, methods and approaches in their own work and the work of others • Can relate ideas, methods and approaches to the context in which a work was created • Adapt and improve their own work to realise their own intentions • Compare different artworks and make links to their own work	• Design- explore artists work and create own design inspired by Julian Trevelyan. • Indent design onto polystyrene tile. • Experiment with printing- Demonstrate technique and then using designs, experiment with using a roller to ink evenly onto polystyrene tile. Place tile onto paper and then lift and repeat, leaving even spaces between. Reload tile with ink when needed. Create 2 colour print. • Evaluate printing- look at their artwork and reflect on what they like/ dislike about it. Explain successes and difficulties and suggest improvements and adjustments for printing in the future.	block colour, outline, observation, looking, pencil, oil pastels, design, pattern, shape, outline, press, polystyrene tile, indent, printing, polystyrene, tile, ink, roller, space, design, evaluate, reflect, success, improvement, development
Y		**Topic Knowledge and Skills**	**Objectives and Tasks**	**Vocabulary**
6	William Morris CC link: History- The Victorians	Knowledge: • Have the knowledge to create a sketching collection. • To improve mastery of Art and Design techniques. • To learn about and take inspiration from notable artists/architects/designers. Skills: Drawing	• Research artist- William Morris using laptops and books to create a fact file/ biography page. • Experiment- create own William Morris design using only warm or cold colours and then comment on the mood. • Experiment- (link with maths) create symmetrical design inspired by artist. • Evaluate- reflect on symmetrical design and comment on successes/ difficulties.	William Morris, designs, textiles, natural patterns, colour, warm, cool, mood, impact, emotions, symmetry, colours, repetition,

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		Skills content	Activities	Vocabulary
		- Use a range of drawing media (different grades of pencils, ink, biro, pastel, charcoal etc) - Select different techniques for different purposes (shading, smudging etc) Painting - Use complimentary colours - Replicate patterns, colours and textures in their own work - Confidently work from imagination - Begin to use different types of paints Collage - Arrange and re-arrange colours, shapes and texture for effect before completion of the final composition. - Complete collages that express mood Exploring - Can explore and experiment to plan and collect source material for future work - Can develop their work taking into account purpose Evaluating - Analyse and comment on ideas, methods and approaches in their work relating these to context	- Design- make observational sketches of natural objects to create a repeating/ symmetrical art design. - Create- using designs, create collage to express a chosen mood.	evaluation, overlap, shapes, natural, layers, collage, purpose
	Henri Rousseau	Knowledge: - Have the knowledge to create a sketching collection. - To improve mastery of Art and Design techniques. - To learn about and take inspiration from notable artists/architects/designers. Skills: Drawing - Use perspective in their drawings	- Research artist- Henri Rousseau. Make notes on his background and work and then write about his life. - Experiment- create a background colour wash. - Create- paint plant details over the colour wash using acrylics. - Create- paint the foreground animals and any extra plants or leaves. - Evaluate- reflect on how the painting went, techniques used, successes, areas for	self-taught, post-impressionist, overlaying, background, foreground, technique, nature, colour wash, mixing, puddling, block, mid- ground,

		Painting ● Use complimentary colours ● Replicate patterns, colours and textures in their own work ● Confidently work from imagination ● Begin to use different types of paints ● *Use mixed media experimentations in their work* ● *Paint using a limited palette* ● *Use perspective in their paintings and compositions* Exploring ● Can explore and experiment to plan and collect source material for future work Evaluating ● Analyse and comment on ideas, methods and approaches in their work relating these to context.	development. Offer constructive feedback to peers.	overlaying, evaluate, technique, constructive feedback improvement, analyse
	African Art CC link: History-The Kingdom of Benin	Knowledge: ● Have the knowledge to create a sketching collection. ● To improve mastery of Art and Design techniques. ● To learn about and take inspiration from notable artists/architects/designers. Skills: Drawing ● Use a range of drawing media (different grades of pencils, ink, biro, pastel, charcoal etc) ● Select different techniques for different purposes (shading, smudging etc) Painting ● Use complimentary colours ● Replicate patterns, colours and textures in their own work	● Explore natural African art (link with science)- identify textures, lines, shapes, patterns. ● Experiment- recreate own patterns using different mediums for each. ● Reseach TingaTinga- discuss features and similarities. ● Experiment- recreate own TingaTinga style painting, including lots of detail. ● Experiment- using clay and discuss preferred techniques. ● Research Benin plaques- discuss how artists were able to convey a message. ● Create- Benin plaque by selecting tools and techniques to make a clay sculpture. ● Create own Ndebele design, discuss why tribes decorate their houses- focus on symmetry and use of geometric shapes.	camouflage, pattern, medium, features, genre, bold, block colour, traditional, rolling, pulling and pinching, creating hollows, adding, smoothing, squeezing, scoring, slipping, scratching, rolling, Benin bronze plaques,

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• Confidently work from imagination • Begin to use different types of paints Printing • Combine prints taken from different objects to produce an end piece. • Produce pictorial and patterned prints 3D • Able to produce more intricate patterns and textures • Work directly from imagination with confidence • Take into account the properties of media being used and use appropriate media for a specific purpose. Exploring • Can develop their work taking into account purpose Evaluating • Analyse and comment on ideas, methods and approaches in their work relating these to context	• Create own Adinkra design, discuss how symbols are used to represent stories and emotions. • Experiment- create potato stamps and work as a group to create a repeating pattern design and explain choices for each symbol.	representation, sculpture, score slip, smooth, Ndebele, tribal, tradition, geometric patterns, freehand, symmetry, block colour, Adinkra, symbols, patterns, communication, printed, literal and symbolic meaning

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