

Art overview

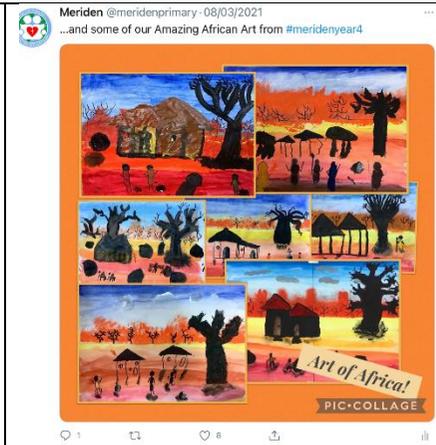
At Meriden CE Primary School we wholeheartedly agree with the philosophy of the National Curriculum that Art, craft and design embody some of the highest forms of human creativity. Our high-quality art and design education will engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they will be able to think critically and develop a more rigorous understanding of art and design. They will also know how art and design both reflect and shape our history, and contribute to the culture, creativity and the wealth of our nation.

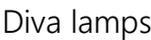
The table below the photos of 'what art looks like in our school' maps out the Art projects that link to each topic across school. The projects cover the appropriate knowledge and skills for each year group. Please see individual year group pages further below for more information on each project. A minimum of 8-12 hours should be spent on the **developing of techniques, making and evaluating** process for each project. All projects should follow this sequence: **GENERATE IDEAS USING AN ARTIST/ARTWORK FOR INSPIRATION ---- DEVELOP TECHNIQUES AND SKILLS USING MADE SKETCHBOOKS ---- DESIGN AND MAKE A PRODUCT----- EVALUATE ON SEESAW WITH REFERENCE TO THE ORIGINAL ARTWORK.**

Here is a link to the National Curriculum for Art and Design:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239018/PRIMARY_national_curriculum_-_Art_and_design.pdf

'What art looks like in our school'



EYFS Art	Autumn		Spring		Summer	
Nursery	Me and my family	Seasons and Celebrations	Teddy Bear Tales	Our World	Healthy us	Holidays
Artists studied	Kandinsky's Circles –shape and space  Frank Bowling poured paintings 	Jackson Pollock splatter paintings - painting  Diva lamps - clay 	Explore lines to create texture in a picture of your favourite bear. Using this video to demonstrate different lines Thoughtful Mark Making (accessart.org.uk)  	Megan Coyle collage  	Van Gough bowl of fruit - drawing  	Paul Klee Der Goldfish - painting  John Burningham Cross Hatching - drawing 
Reception	It's good to be me	The world around us	Adventure above and below the clouds	Celebrations	Tell me a tale	The Great Outdoors
Artists studied	Frank Bowling poured paintings 	Jackson Pollock splatter paintings  Diva lamps 	Peter Thorpe's work as inspiration for chalk/pastel	Megan Coyle collage repeat Vincent Van Gough sunflowers stimulus	Monet's Waterlilies 3BGG 	Phyllis Plassmeyer acrylic stone painting  Colour theory ink butterflies



drawing



Paul Klee inspired
work to repeat

for a vase of flowers



art



	Cauliflower card design	AUTUMN		SPRING		SUMMER	
Year 1	Scraping 	Topic- Toys Transition – create a self portrait, colour mixing focus. Leonardo De Vinci reference Observational drawing of favourite teddy using Access art videos to support Digital photography looking at the use of toys in Tudor portraits	Topic- Dinosaurs Create a textured clay dinosaur inspired by the work of Zhao Chuang .	Meriden The Enchanted Forest Challenge: Take a picture of a forest/wood and make it into an enchanted forest scene. Challenge: Create a whole class weaving using different threads, fabric and natural items from the forest to create a forest themed piece. Heather Wilson			
Year2	Exploring ink and tissue paper collage. 	Topic- Land Ahoy Aut1 Topic: Florence Nightingale and Mary Seacole Aut2 Create a sketchbook full of your shell drawing experiments and then make a final observational drawing of your favourite shell in the style of Amiria Gale . Using clay create a shell tile. Homework challenge – create a papier mache sea creature. Make your own puppet in the theme of people who help us. DT and Art time.	Topic- London Can you create a print of the London skyline with a sky inspired by Vincent Van Gogh's 'A Starry Night' painting. John Nash, Sir Christopher Wren, Rafael Vinoly, Norman Foster (London skyline architects)	Topic – Castles Collage a castle in the style of Megan Coyle Use a graphics package to create a modern day castle in the style of Paul Klee's Castle and Sun picture			
Year 3	Exploring collage 	Topic- Tribal Tales Can you create a modern day cave painting? Use the work of Shoo Rayner and L.S.Lowry to improve your drawing technique Can you create a Stonehenge arch stone set that stays together when dried and stands upright?	Topic- Egyptians Create a printing block and overlay for your own Eye of Horus . Use this to create a repeating pattern. Create a 3D Crown for a Pharaoh.	Topic- The UK in the world Mountains and rivers To be able to name at least two British Architects and the buildings they designed. John Nash, Sir Christopher Wren, Rafael Vinoly, Norman Foster To paint the water cycle in the style of Gustave Courbet's 'The wave' .			

<p>Year 4</p>	<p>Exploring line</p> 	<p>Topic- Romans</p>	<p>Design and make a fabric Roman tile.</p>	<p>Topic- South Africa</p>	<p>Experiment with paint and create a piece of African art, in the style of Isabelle Le Roux, which reflects the colours used in traditional African art.</p>	<p>Topic- Planet earth Saxons</p>	<p>Working in the style of Andy Warhol collect images from the local environment and 'improve' them using digital media.</p> <p>Research, design and make an Anglo Saxon pot</p>
<p>Year 5</p>	<p>Exploring paint</p> 	<p>Topic- Greeks</p>	<p>To create a sketchbook of mythical beast eye designs before making a clay model of it's eye in the style of Christina Kapon aka MandainMoon</p> <p>Homework challenge: research Ancient Greek buildings and then create a Greek temple using your research knowledge</p>	<p>Topic- Vikings</p>	<p>Using the illustrations by Pierre-Denis Goux, in 'Viking Boy' by Tony Bradman, create large scale pictures for display. Or in the Rainforest topic by studying the picture Tiger in a storm by Henri Rousseau</p>	<p>Topic- Tudors</p>	<p>Design and create an embroidery inspired by Tudor embroidery work.</p> <p>Create a modern day self portrait in the style of Nicholas Hillard using digital media.</p>
<p>Year 6</p>	<p>Collaged carol</p> 	<p>Topic- Behind the bombs</p>	<p>Inspired by the work of L.S. Lowry, create a picture of the Coventry Cathedral ruins.</p>	<p>Topic- Natural disasters -</p>	<p>Challenge: Create digital artwork showing a natural disaster in our country inspired by the artist Steve McGhee.</p>	<p>Topic – The Mayans</p>	<p>Plan and create a sculpture of a Mayan in the style of Alberto Giacometti (combine with DT challenge)</p> <p>Homework challenge: Research the work of Alberto Giacometti, draw or print your favourite piece and explain why you like it.</p> <p>Study and work in the style of Paul Cezanne to create a still life painting of a bowl of fruit</p>

Year 1

<p>Cauliflower card design</p>	<p>Painting techniques</p> <ul style="list-style-type: none"> • Use a variety of tools and techniques including different brush sizes and types. Mix and match colours. Experiment with tools and techniques e.g. layering, mixing media, scrapping through. • Name different types of paint and their properties • Mix primary shades and tones. <p>*Transition work – create a self portrait- Mona Lisa inspired</p> <ul style="list-style-type: none"> • <u>Colour</u> Identify primary colours by name, Mix primary shades and tones. 	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Scraped angel * Leonardo De Vinci</p>
<p>Toys</p>	<p>Drawing</p> <ul style="list-style-type: none"> • Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk, water soluble graphite • Control the types of marks made with the range of media • Drawing lines and marks, name, match and draw lines/marks from observations, Invent new lines • Draw on different surfaces with a range of media. <u>Shape</u> Observe and draw shapes from observations • <u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. • <u>Texture</u> Investigate textures by describing, naming, rubbing, copying. • <u>Paint</u> Mix and match colours to artefacts and objects. <p>Digital Media</p> <ul style="list-style-type: none"> • Explore ideas using digital sources i.e. internet, CD-ROMs • Record visual information using digital cameras, video recorders <p>Pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities and drawing links to their own work</p> <p><u>Evaluate</u> Review what they and others have done and say what they think and feel about it, recording final piece and comments on Seesaw. E.g. Annotate sketchbook</p>	<p>Challenge: Explore lines to create texture in a picture of your favourite bear. Using this video to demonstrate different lines Thoughtful Mark Making (accessart.org.uk) ask JD for password etc.</p> <div style="display: flex; justify-content: space-around;">     </div> <p>Challenge: Explore portraits of children holding or playing with toys using the internet. Discuss how the positioning of the toy tells you something about it. Create a photo with your friends and their toys in the style of the Tudor portraits.</p> <div style="display: flex; justify-content: space-around;">    </div>

	<p>Identify what they might change in their current work or develop in their future work.</p>	
<p>STEM Challenge Christmas Wreath</p>	<p>3D FORM ART</p> <ul style="list-style-type: none"> • <u>Form</u> Experiment with constructing and joining recycled, natural and manmade materials. Use simple 2-D shapes to create a 3-D form. Understand the safety and basic care of materials and tools. • <u>Texture</u> Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel <p>Pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities and drawing links to their own work</p> <p><u>Evaluate</u> Review what they and others have done and say what they think and feel about it, recording final piece and comments on Seesaw. E.g. Annotate sketchbook</p> <p>Identify what they might change in their current work or develop in their future work.</p>	 <p>Challenge: in groups create Christmas wreaths out of recycled materials to sell at the Christmas fayre.</p>
<p>Dinosaurs</p>	<p>3 D form Manipulate malleable materials in a variety of ways including rolling and kneading. Explore sculpture with a range of malleable media.</p> <ul style="list-style-type: none"> • Manipulate malleable materials for a purpose, e.g. pot, tile. • Experiment with constructing and joining natural materials. • Understand the safety and basic care of materials and tools. • <u>Texture</u> Make rubbings to collect textures and patterns • <u>Texture</u>. Change the surface of a malleable material e.g. give texture to your dinosaur. <p>Pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities and drawing links to their own work</p> <p><u>Evaluate</u> Review what they and others have done and say what they think and feel about it, recording final piece and comments on Seesaw. E.g. Annotate sketchbook</p> <p>Identify what they might change in their current work or develop in their future work.</p>	<p>Challenge: can you create a clay dinosaur with textured skin in the style of Zhao Chuang?</p> 
<p>Meriden</p>	<p>Digital Media</p> <ul style="list-style-type: none"> • Use a simple graphics package to create images and effects with • <u>Lines</u> by changing the size of brushes in response to ideas 	<p>Challenge: Take a picture of a forest/wood and make it into an enchanted forest scene. (Show Me app used)</p>

- Shapes using eraser, shape and fill tools
 - Colours and Texture using simple filters to manipulate and create images
 - Use basic selection and cropping tools
- Pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities and drawing links to their own work
- Develop an awareness of Architects
- Note significant buildings in Meriden
- Talk about what they like/dislike about them
- Evaluate Review what they and others have done and say what they think and feel about it, recording final piece and comments on Seesaw. E.g. Annotate sketchbook
- Identify what they might change in their current work or develop in their future work.

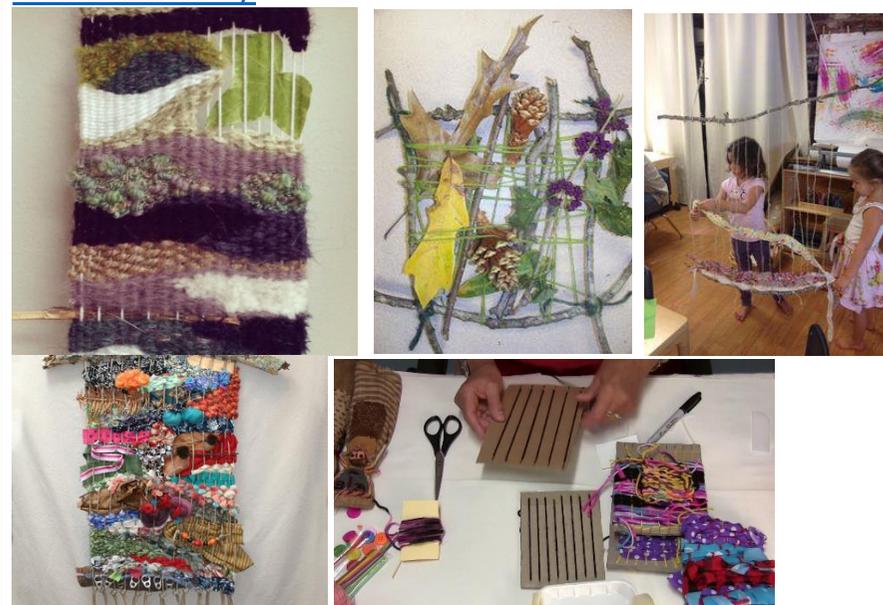


The enchanted forest

- Textiles/collage
- Match and sort fabrics and threads for colour, texture, length, size and shape.
 - Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.
 - Cut and shape fabric using scissors/snips.
 - Apply shapes with glue or by stitching.
 - Apply decoration using beads, buttons, feathers etc. Create cords and plaits for decoration.
 - Texture Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel
- Pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities and drawing links to their own work
- Evaluate Review what they and others have done and say what they think and feel about it, recording final piece and comments on Seesaw. E.g. Annotate sketchbook
- Identify what they might change in their current work or develop in their future work.

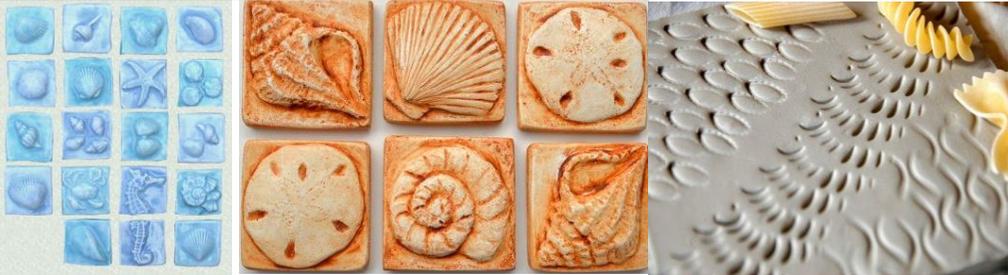
Challenge: Using the work of Heather Wilson as inspiration create a whole class weaving using different threads, fabric and natural items from the forest to create a forest themed piece.

<https://courtneysuller.wordpress.com/2015/04/13/artist-research-heather-wilson/>



Year 2

<p>Cauliflower card design</p>	<p>Painting techniques</p> <ul style="list-style-type: none"> • Experiment with tools and techniques e.g. layering, mixing media, scrapping through. Name different types of paint and their properties <p>Collage</p> <ul style="list-style-type: none"> • <u>Colour</u> Collect, sort, name match colours appropriate for an image of a tree • <u>Shape</u> Create and arrange shapes appropriately 	 <p>Exploring ink and tissue paper collage.</p>
<p>Land Ahoy Aut 1</p>	<p>Drawing</p> <ul style="list-style-type: none"> • Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk • Control the types of marks made with the range of media • <u>Lines and Marks</u> Name, match and draw lines/marks from observations, Invent new lines • Draw on different surfaces with a range of media. • <u>Shape</u> Observe and draw shapes from observations. • Draw shapes in between objects. Invent new shapes. • <u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. • <u>Texture</u> Investigate textures by describing, naming, rubbing, copying. • Create textured paint by adding sand (display observational drawings as a large class piece. <p>3D form</p>	<p>Challenge: Create a sketchbook full of your shell drawing experiments and then make a final observational drawing of your favourite shell in the style of Amiria Gale.</p>  <p>https://www.amiriagale.com/</p> <p>Challenge: Using clay create a single shell tile to add to a class set.</p>

<p>Florence Nightingale and Mary Seacole Aut2</p>	<ul style="list-style-type: none"> Manipulate malleable materials in a variety of ways including rolling and kneading. Explore sculpture with a range of malleable media. Manipulate malleable materials for a purpose, e.g. pot, tile. Understand the safety and basic care of materials and tools. Form Experiment with constructing and joining recycled, natural and manmade materials. Use simple 2-D shapes to create a 3-D form. Texture Change the surface of a malleable material e.g. use paper mache to create a sea creature. <p>Pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities and drawing links to their own work</p> <p>Evaluation Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work.</p> <p>Record final products, thoughts and evaluations on seesaw. Stick sketchbooks into topic books to show art in the topic.</p> <p>Art and DnT unit Textiles/collage.</p> <ul style="list-style-type: none"> Cut and shape fabric using scissors/snips. Apply shapes with glue or by stitching. Apply decoration using beads, buttons, feathers etc. Colour Apply colour with printing, dipping, fabric crayons. <p>Evaluation Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work.</p> <p>Record final products, thoughts and evaluations on seesaw. Stick sketchbooks into topic books to show art in the topic.</p>	 <p>https://hiveminer.com/Tags/barnacles%2Cpottery</p> <p>Homework challenge: Experiment with constructing and joining recycled materials by making a paper mache sea creature for display.</p> <p>Challenge: Can you create a puppet of a person who helps others?</p> 
<p>London</p>	<p>Painting</p> <ul style="list-style-type: none"> Use a variety of tools and techniques including different brush sizes and types Experiment with tools and techniques e.g. layering, mixing media, scrapping through. Name different types of paint and their properties. 	<p>Challenge: Can you create a print of the London skyline with a sky inspired by Vincent Van Gogh's 'A Starry Night' painting.</p>

- Colour Identify primary colours by name, Mix primary shades and tones. – all in a sketch book. Create the sky before the print to go on top.

Drawing

- Lines and Marks Name, match and draw lines/marks from observations, Invent new lines
- Draw on different surfaces with a range of media. Shape Observe and draw shapes from observations.
- Tone Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.

Printing

- Experiment with outlines of famous London landmarks seen on the London trip using sketchbooks to record ideas.
- Create simple printing blocks with press print Design more repetitive patterns
- Colour Experiment with overprinting motifs and colour.

To be able to name at least two British Architects and the buildings they designed. Begin to understand that buildings are designed by architects before they are built and they have a vision in their mind of how they want it to look.

- Learn about John Nash who designed Marble arch, Sir Christopher Wren who designed St Pauls Cathedral and Hampton Court Palace, Rafael Vinoly the Walkie Talkie Building, Norman Foster + partners the Gherkin

Pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities and drawing links to their own work

Evaluation Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work.

Record final products, thoughts and evaluations on seesaw. Stick sketchbooks into topic books to show art in the topic.



Castles –
(Have a third of the class on the laptops whilst the other two thirds create

Collage

- Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc.
- Arrange and glue materials to different backgrounds. Sort and group materials for different purposes e.g. colour, texture

Challenge: Photograph the sky, ground and brickwork; collect collage materials, including sand paper and assemble them to create a castle in the style of Megan Coyle.

their collages. 2 afternoons on the laptops per group and four afternoons for the collage.)

- Fold, crumple, tear and overlap papers.
- Colour Collect, sort, name match colours appropriate for an image. Shape Create and arrange shapes appropriately
- Texture. Create, select and use textured paper for an image.

Digital media – create a picture of a modern day castle in the style of Paul Klee The Castle and Sun picture.

- Explore ideas using digital sources i.e. internet, CD-ROMs
- Use a simple graphics package to create images and effects with Lines by changing the size of brushes in response to ideas
- Shapes using eraser, shape and fill tools
- Colours and Texture using simple filters to manipulate and create images
- Look at complementary and contrasting colours, so children consciously pick colours that complement or contrast with the colour in the blocks around it.
- Use basic selection and cropping tools

Pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities and drawing links to their own work

Evaluation Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work.

Record final products, thoughts and evaluations on seesaw.



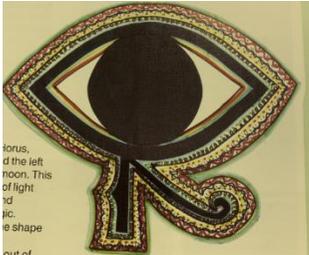
Challenge: using a digital art package create a picture of a modern day castle in the style of Paul Klee The Castle and Sun picture.



(Draw Me app used summer 2022)

Year 3

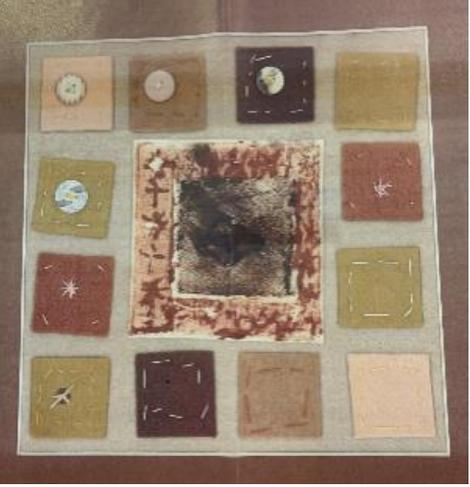
<p>Cauliflower card design</p>	<p>Collage</p> <ul style="list-style-type: none"> Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Use collage as a means of building a visual vocabulary. 	 <p>See step by step Art Christmas in the classroom pg 25</p>
<p>Stone Age</p>	<p>Drawing</p> <ul style="list-style-type: none"> <u>Lines and Marks</u> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way <u>Form and Shape</u> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension. <p>3 D form</p> <ul style="list-style-type: none"> Plan, design and make models from observation or imagination Use clay joining techniques, such as cross hatching, successfully. <p>Pupils should be taught about great artists, architects and designers in history</p> <p><u>Evaluation</u> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> <p>Record final products, thoughts and evaluations on seesaw in line with the school policy.</p> <p>Stick sketchbooks into topic books to show art in the topic.</p>	<p>Challenge: Can you create a modern day cave painting using the Chauvet Cave paintings as inspiration?</p> <p>Use the work of Shoo Rayner and L.S.Lowry to improve your drawing technique.</p> <p>https://www.youtube.com/watch?v=wXwX0NV7SEg</p>  <p>Challenge: Can you create a Stonehenge arch stone set that stays together when dried and stands upright?</p> 

<p>Egyptians</p>	<p>Printing</p> <ul style="list-style-type: none"> • Create printing blocks using a relief or impressed method • Create repeating patterns • Print with two colour overlays <p>Include Drawing</p> <ul style="list-style-type: none"> • <u>Texture</u> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing. <p>3D form</p> <ul style="list-style-type: none"> • Plan, design and make models from observation or imagination • Create surface patterns and textures in a malleable material • Use papier mache to create a simple 3D object. <p>Possible homework task: Create a decorative Scarab beetle for display</p>  <p>Pupils should be taught about great artists, architects and designers in history</p> <p><u>Evaluation</u> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> <p>Record final products, thoughts and evaluations on seesaw in line with the school policy.</p> <p>Stick sketchbooks into topic books to show art in the topic.</p>	<p>Challenge: Create a printing block and overlay for your own Eye of Horus. Use this to create a repeating pattern.</p>  <p>Challenge: Create a 3D Crown for a Pharaoh.</p>  <p>Step by step Art book ideas</p> <p>– Art in the History lesson.</p>
<p>The United Kingdom in the World</p>	<p>Pupils should be taught about great artists, <u>architects</u> and designers in history</p> <p>To be able to name at least two British Architects and the buildings they designed.</p> <p>Learn about John Nash who designed Marble arch, Sir Christopher Wren who designed St Pauls Cathedral and Hampton Court Palace, Rafael Vinoly the Walkie Talkie Building, Norman Foster + partners the Gherkin</p>	<p>Challenge: To be able to name at least two British Architects and the buildings they designed.</p>

		
<p>Rivers and Mountains</p>	<p>Painting</p> <ul style="list-style-type: none"> Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. <u>Colour Mix</u> colours and know which primary colours make secondary colours Use more specific colour language Mix and use tints and shades <p>Pupils should be taught about great artists, architects and designers in history</p> <p><u>Evaluation</u> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> <p>Record final products, thoughts and evaluations on seesaw in line with the school policy.</p> <p>Stick sketchbooks into topic books to show art in the topic</p>	<p>Challenge: To paint the water cycle in the style of Gustave Courbet's 'The wave'.</p> 

Year 4

<p>Cauliflower card design</p>	<p>Drawing</p> <p><u>Lines and Marks</u></p> <ul style="list-style-type: none"> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. 	
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<p>Romans</p>	<ul style="list-style-type: none"> • <u>Create</u> sketch books to record their observations and use them to review and revisit ideas • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work <p>Textiles</p> <ul style="list-style-type: none"> • Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects • Match the tool to the material • Develop skills in stitching, cutting and joining. <p>Painting</p> <ul style="list-style-type: none"> • blocking in colour, painting with thickened paint creating textural effects. • Create different effects and textures with paint according to what they need for the task. • To appreciate the way an artist has given expression in their work; • To study the work of great artists as a source of inspiration and creativity • To enjoy the diversity and difference in art. • To learn about art from a variety of cultural contexts and the role it plays <p>Evaluate</p> <ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in sketchbook. • Record final products, thoughts and evaluations on seesaw. • Stick sketchbooks into topic books to show art in the topic. 	<p>Challenge: To design and make a fabric Roman tile.</p>  <p>DT TEXTILES objectives</p> <ul style="list-style-type: none"> • Join fabrics using running stitch, over sewing, back stitch • Understanding seam allowance. • Explore fastenings and recreate some e.g. sew on buttons and make loops • Prototype a product using J cloths • Use appropriate decoration techniques e.g. appliqué(glued or simple stitches) • Understand the need for patterns
<p>South Africa</p>	<p>Explore the roles and purposes of artists working in different cultures.</p> <p>Painting</p> <ul style="list-style-type: none"> • Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc. 	<p>Challenge: To experiment with paint colours and create a piece of African art, in the style of Isabelle Le Roux, which reflects the colours used in traditional African art.</p>

- Create different effects and textures with paint according to what they need for the task. Colour Mix colours and know which primary colours make secondary colours Use more specific colour language including warm and cool colours; explain how colour theory is used in art.

- Mix and use tints and shades.

Drawing

- Form and Shape Experiment with different grades of pencil and other implements to draw different forms and shapes.
- Begin to show an awareness of objects having a third dimension.
- To appreciate the way an artist has given expression in their work;
- To study the work of great artists as a source of inspiration and creativity
- To learn about art from a variety of cultural contexts and the role it plays

Evaluate

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in sketchbook.
- Record final products, thoughts and evaluations on seesaw.
- Stick sketchbooks into topic books to show art in the topic.



Planet Earth

Digital Media Pupils should be taught about great artists, architects and designers in history

- Record and collect visual information using digital cameras and video recorders.
- Present recorded visual images using software e.g. Photostory, PowerPoint.
- Use a graphics package to create images and effects with; Lines by controlling the brush tool with increased precision, Changing the type of brush to an appropriate style e.g. charcoal.
- Create shapes by making selections to cut, duplicate and repeat.

Challenge: Working in the style of Andy Warhol collect images from the local environment and 'improve' them using digital media.



Students work:

Anglo Saxons

- Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose.
- To use senses as inspiration for creativity
- To use the environment as a source of inspiration

3 D form

- Plan, design and make models from observation or imagination
- Join clay adequately and construct a simple base for extending and modelling other shapes
- Create surface patterns and textures in a malleable material
- To learn about art from a variety of cultural contexts and the role it plays

Evaluate

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in sketchbook.
- Record final products, thoughts and evaluations on seesaw.
- Stick sketchbooks into topic books to show art in the topic.



Challenge: to research, design and make an Anglo Saxon pot



<p>Cauliflower card design</p>	<p>Painting</p> <ul style="list-style-type: none"> • Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. • Create imaginative work from a variety of sources e.g. themes, • <u>Colour Mix</u> and match colours to create atmosphere and light effects • Be able to identify primary secondary, complementary and contrasting colours 	 <p>Step by step art Christmas book pg17</p>
<p>Greeks</p>	<p>3D form</p> <ul style="list-style-type: none"> • Plan a sculpture through drawing and other preparatory work. • Develop skills in using clay inc. slabs, coils, slips, etc. Produce intricate patterns and textures in a malleable media. • Shape, form, model and construct from observation or imagination. ->  <p>Home Learning 3D form</p> <ul style="list-style-type: none"> • To understand that The style of important Greek buildings e.g. temples – these building were designed to be as elegantly shaped as possible and this approach has inspired architects throughout the ages. • Use recycled, natural and man-made materials to create sculptures. <p>Painting</p>	<p>Challenge: To create a sketchbook of mythical beast eye designs before making a clay model of it's eye in the style of Christina Kapono aka MandainMoon MandarinMoon - Hobbyist, Artisan Crafter DeviantArt</p>  <p>Homework Challenge: To research Ancient Greek buildings and then create a Greek temple using your research knowledge (use at least two boxes on the homework planner).</p> <p>Challenge: To collect sketches of planets, draw out your planned painting/pastel work and then create a picture of the planets in the style of Peter Thorpe.</p>
<p>Space</p>		

	<ul style="list-style-type: none"> • Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. • Create imaginative work from a variety of sources e.g. observational drawing, themes, • <u>Colour</u> Mix and match colours to create atmosphere and light effects • Be able to identify primary secondary, complementary and contrasting colours <p>Pupils should be taught about great artists, architects and designers in history</p> <p><u>Evaluating</u> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> <p>Record final products, thoughts and evaluations on seesaw.</p> <p>Stick sketchbooks into topic books to show art in the topic.</p>	
<p>Vikings</p>	<p>Drawing</p> <ul style="list-style-type: none"> • <u>Lines, Marks, Tone, Form & Texture</u> Use dry media to make different marks, lines, patterns and shapes within a drawing. • Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. • Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. • Develop close observation skills using a variety of view finders. • Use a sketchbook to collect and develop ideas. Identify artists who have worked in a similar way to their own work <p>Textiles</p> <ul style="list-style-type: none"> • Match and sort fabrics and threads for colour, texture, length, size and shape. 	<p>Challenge: Using the illustrations by Pierre-Denis Goux, in 'Viking Boy' by Tony Bradman, create large scale pictures for display. Last year they ran out of time for this so met these drawing objectives in the Rainforest topic by studying the picture Tiger in a storm by Henri Rousseau then making an enlarged image of one animal in a jungle background in the style of H.R.</p>  <p>Challenge: To research, design and create jewellery for a Brazilian Tribe</p>
<p>Rainforests</p>		

- Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.
- Cut and shape fabric using scissors/snips.
- Apply shapes with glue or by stitching.
- Apply decoration using beads, buttons, feathers etc.
- Create cords and plaits for decoration.
- Experiment with a range of media to overlap and layer creating interesting colours and textures and effects

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Evaluating Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.

Adapt their work according to their views and describe how they might develop it further.

Annotate work in sketchbook.

Record final products, thoughts and evaluations on seesaw.

Stick sketchbooks into topic books to show art in the topic.



Tudors

Textiles - ART

- Use fabrics to create 3D structures
- Use different grades of threads and needles

TEXTILES -DT

Select from and use a wider range of materials and components, including construction materials and textiles according to their functional properties

- Create 3D products using pattern pieces and seam allowance
- Decorate textiles appropriately often before joining components
- Join fabrics using over sewing, back stitch, blanket stitch
- Combine fabrics to create more useful properties

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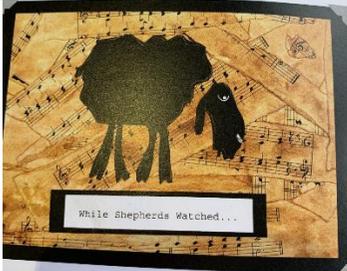
Challenge: Design and create a new Tudor Rose with embroidery inspired by Tudor embroidery work.



Challenge: To create a modern day self portrait in the style of Nicholas Hillard using digital media.

	<p>Annotate work in sketchbook. Record final products, thoughts and evaluations on seesaw. Stick sketchbooks into topic books to show art in the topic.</p> <p>Digital Media</p> <ul style="list-style-type: none"> • Use a graphics package to create and manipulate new images. • Be able to Import an image (scanned, retrieved, taken) into a graphics package. • Understand that a digital image is created by layering. • Create layered images from original ideas (sketch books etc.) 	
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Year 6

<p>Cauliflower card design</p>	<p>Collage</p> <ul style="list-style-type: none"> • Add collage to a painted, printed or drawn background. • Use a range of media to create collages. • Use different techniques, colours and textures etc when designing and making pieces of work .Use collage as a means of extending work from initial ideas. 	 <p>or other carol</p>
<p>Behind the bombs</p>	<p>Drawing</p> <ul style="list-style-type: none"> • <u>Lines, Marks, Tone, Form & Texture</u> - Use dry media to make different marks, lines, patterns and shapes within a drawing. • Experiment with wet media to make different marks, lines, patterns, textures and shapes. • Explore colour mixing and blending techniques with coloured pencils. • Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. 	<p>Challenge: Inspired by the work of L.S. Lowry, create a picture of the Coventry Cathedral ruins.</p>  <p>(Look back at Yr3 work on Lowry)</p>

	<ul style="list-style-type: none"> ● <u>Perspective and Composition</u> Begin to use simple perspective in their work using a single focal point and horizon. ● Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition. <p>Pupils should be taught about great artists, architects and designers in history</p> <p><u>Evaluating</u> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> <p>Record final products, thoughts and evaluations on seesaw.</p> <p>Stick sketchbooks into topic books to show art in the topic.</p>	
<p>Natural Disasters</p>	<p>Digital Media</p> <ul style="list-style-type: none"> ● Record, collect and store visual information using digital cameras, video recorders. ● Present recorded visual images using software e.g. Photo story, PowerPoint ● Use a graphics package to create and manipulate new images. Be able to Import an image (scanned, retrieved, taken) into a graphics package. <p>Pupils should be taught about great artists, architects and designers in history</p> <p><u>Evaluating</u> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> <p>Record final products, thoughts and evaluations on seesaw.</p> <p>Stick sketchbooks into topic books to show art in the topic.</p>	<p>Challenge: Create digital artwork showing a natural disaster in our country inspired by the artist Steve McGhee.</p> <div data-bbox="1088 807 1868 1056"> </div> <p>Needs to tie in with Computing better – children record their volcanoes erupting using Imovie</p>
<p>The Mayans</p>	<p>3 D form</p> <ul style="list-style-type: none"> ● Shape, form, model and construct from observation or imagination. 	<p>Challenge: Plan and create a sculpture of a Mayan in the style of Alberto Giacometti</p>

- Use recycled, natural and man-made materials to create sculptures. Plan a sculpture through drawing and other preparatory work.
- Develop skills in using Mod roc and wire inc. slabs, coils, slips, etc. Produce intricate textures in a malleable media.

Painting

- Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. Colour Mix and match colours to create atmosphere and light effects
- Be able to identify primary secondary, complementary and contrasting colours
- Work with complementary colours

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Homework challenge: Research the work of Alberto Giacometti, draw or print your favourite piece and explain why you like it.

Study and work in the style of Paul Cezanne to create a still life painting of a bowl of fruit

