

## Whole School Chuckery Art Curriculum

Phase	Year group	Topic name	Art work	NC focus	Disciplinary concepts	Substantive concepts	Key knowledge
KS1	Year 1	Healthy Eating	Create a fruit face inspired by the artist Guiseppe Aicimboldo	-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 using colour, pattern, texture, line, shape, form and space	<b>Artists</b> <ul style="list-style-type: none"> <li>describe the work of famous, notable artists and designers;</li> <li>express an opinion on the work of famous, notable artists;</li> <li>use inspiration from famous, notable artists to create their own work and compare;</li> <li>use key vocabulary to demonstrate knowledge and understanding</li> </ul> <b>Drawing</b> <ul style="list-style-type: none"> <li>draw lines of varying thickness;</li> <li>use dots and lines to demonstrate pattern and texture;</li> <li>use different materials to draw, for example pastels, chalk, felt tips;</li> </ul> <b>Painting</b> <ul style="list-style-type: none"> <li>name the primary and</li> </ul>	Drawing	Why did the artist use fruit and vegetables to create his artwork?  <ul style="list-style-type: none"> <li>Begin to say what they like about Guiseppe's artwork.</li> <li>Know and understand what a portrait is.</li> <li>Know how to make a range of lines: straight, curved, thick, thin, dots.</li> <li>Explore how natural shapes can be used to create 2D geometrical shapes.</li> <li>Know how to add dark and light colour tones to fill shapes.</li> <li>Talk about the different tools they have used.</li> <li>Talk to a partner about what you liked/ disliked or want to change in your own work.</li> </ul>
		The Train Journey	A train journey painting Inspired by David Hockney.	- 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.		Painting	How are secondary colours made?  <ul style="list-style-type: none"> <li>Begin to say what they like about Hockney's artwork .</li> <li>Say what a landscape artist is.</li> <li>Name some primary colours.</li> <li>Begin to experiment with secondary colours.</li> <li>Talk about the colour mixing process.</li> <li>Begin to use sketchbooks to explore and collect ideas and processes in colour mixing.</li> <li>Begin to sketch ideas.</li> <li>Talk about the tools they used for painting.</li> <li>Make choices of colours used in own work.</li> <li>Talk about own work and others.</li> <li>Begin to discuss why they made choices for certain colours and not others.</li> </ul>
		Songs of the Sea	Make a clay sea creature			Sculpture	What materials can be used to make sculptures?  <ul style="list-style-type: none"> <li>Show an understanding of the natural shapes seen in sea creatures.</li> <li>With support, sort natural and man-made objects.</li> <li>Observe clay techniques to use in own work.</li> <li>Be able to handle clay to make a shape and decorate with a simple design.</li> <li>Use some simple vocabulary associated with clay.</li> </ul>

					secondary colours; <ul style="list-style-type: none"> <li>experiment with different brushes (including brushstrokes) and other painting tools;</li> <li>mix primary colours to make secondary colours;</li> <li>add white and black to alter tints and shades;</li> </ul>		<ul style="list-style-type: none"> <li>With support plan in sketchbooks to indicate what sea creature they would like to make.</li> <li>Talk about own work with others.</li> <li>Discuss similarities in own and other sculptures.</li> </ul>
		Trip to the Woods	Using objects to make marks & stencilling (Karen Leader)		Sculpture <ul style="list-style-type: none"> <li>use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</li> <li>use a variety of techniques, e.g. rolling, cutting, pinching;</li> <li>use a variety of shapes, including lines and texture;</li> </ul>	Printing  Where can you find print in the environment?	<ul style="list-style-type: none"> <li>Look at the work of a print artist and what inspires their work.</li> <li>Be able to find natural objects in the environment that have texture to print with.</li> <li>Group natural and man-made objects.</li> <li>Know how to use paint to cover an area of shape to press on to paper.</li> <li>Know that different pressure creates different prints.</li> <li>Begin to tear and cut shapes to make stencils.</li> <li>Begin to understand how stippling is done.</li> <li>Know how printing on different materials creates a different effect.</li> <li>Talk about the line, shapes, space and patterns they see in print.</li> <li>Make a choice to recreate a printing method with support.</li> <li>Be able to express what they like about their work.</li> <li>Talk about what they like in others work.</li> </ul>
		Bonfire	Collage bonfire picture		Printing <ul style="list-style-type: none"> <li>copy an original print;</li> <li>use a variety of materials, e.g. sponges, fruit, blocks;</li> <li>demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</li> </ul>	Collage  In collage can you make things look real?	<ul style="list-style-type: none"> <li>Talk and share observations of bonfires through photographs.</li> <li>Be able to rip, tear, lay and stick strips into a fire shape.</li> <li>Talk about the textures of materials.</li> <li>Collect ideas in sketchbooks to revisit and use for ideas and techniques.</li> <li>Understand that using a range of shades of paper will enhance their picture.</li> <li>Talk about how others have made their work and how it is similar to their own.</li> <li>Begin to add materials to make a 3d effect e.g. sticks</li> </ul>
		Easter	Easter egg Weaving		Collage <ul style="list-style-type: none"> <li>use a combination of</li> </ul>	Textiles	<ul style="list-style-type: none"> <li>Talk about why Easter and who celebrates it.</li> <li>Begin to understand new life through plants and animals.</li> </ul>

					<p>materials that have been cut, torn and glued;</p> <ul style="list-style-type: none"> <li>• sort and arrange materials;</li> <li>• add texture by mixing materials;</li> </ul> <p>Developing ideas</p> <ul style="list-style-type: none"> <li>• respond positively to ideas and starting points;</li> <li>• explore ideas and collect information;</li> <li>• describe differences and similarities and make links to their own work;</li> <li>• try different materials and methods to improve;</li> </ul>		<ul style="list-style-type: none"> <li>• Begin to observe lines in decorative eggs and explain what they see.</li> <li>• Be able to select and talk about size of shapes.</li> <li>• Be able to create lines using different tools to draw with.</li> <li>• Begin to notice the different thickness of paper/card to explore cutting with.</li> <li>• Know how shapes manipulated to make slits in.</li> <li>• Begin to make choices for materials to be used for weaving.</li> <li>• With support observe and talk about geometrical shapes within artwork.</li> <li>• Begin to compare work in sketchbooks and Easter egg weaving.</li> <li>• Be able to talk about what materials are better to create their work.</li> <li>• Talk about how others have made their work and how it is similar to their own.</li> </ul>
	Year 2	Nature and God	Still fruit drawing			<p>Drawing</p> <p>How much information do you need to describe an object?</p>	<ul style="list-style-type: none"> <li>• Observe natural materials and explore shape in sketchbooks.</li> <li>• Experiment with different drawing materials to name and make varied lines.</li> <li>• Talk about observed pattern in natural materials to recreate in own artwork.</li> <li>• Know the name of primary and secondary colours to create a key and label.</li> <li>• Explore the colours of natural objects with own work.</li> <li>• Make choices of materials, line, shapes, patterns and colour to draw a natural object.</li> <li>• Compare own work with a partner and express likes and dislikes.</li> <li>• Suggest how they can make changes to their work and why.</li> </ul>
		Colour Choas	Abstract Painting inspired by Sonia Delaunay			<p>Painting</p> <p>How do colours make you feel?</p>	<ul style="list-style-type: none"> <li>• Begin to understand what abstract artist is.</li> <li>• Explore drawing with geometrical shapes to create an abstract picture.</li> <li>• Know how to use music to express a thought through drawing and painting.</li> <li>• Make decisions on use of secondary colours to fill shapes with paint.</li> <li>• Explore mixing secondary colours.</li> <li>• Make choices of painting materials to be used in work.</li> </ul>

							<ul style="list-style-type: none"> <li>Express mood to add darker or lighter tints to paint shape.</li> <li>Talk to a partner about their work.</li> <li>Share your work and express what you would like to change.</li> </ul>
		Neil Armstrong	Junk modelling rocket			<p>Sculpture</p> <p>Are all sculptures made out of natural materials?</p>	<ul style="list-style-type: none"> <li>Talk about different sculptures and materials they are made of.</li> <li>Explore geometrical shapes and talk about points, lines, vertices.</li> <li>Begin to explore junk modelling materials to identify 2D and 3D form.</li> <li>Make choices of materials to be used in sculpture.</li> <li>Know how to design a rocket in sketchbooks.</li> <li>With support follow the design plan to make a rocket.</li> <li>Be able to test and change things that don't work.</li> <li>Talk about how the design worked practically.</li> <li>Observe someone else's sculpture and talk about how it was made.</li> </ul>
		Islam	Reverse and relief printing Anwar Jalal			<p>Printing</p> <p>Why don't Muslim artist use humans/ animals in their artwork?</p>	<ul style="list-style-type: none"> <li>Explore Islamic art.</li> <li>Know how to look at natural materials to find print through shape, line and texture.</li> <li>Talk and demonstrate how a reverse print is created.</li> <li>Be able to create a relief block using own ideas.</li> <li>Be able to use materials to create a relief print.</li> <li>Talk about shape as being positive and negative.</li> <li>With support, be able to design a print project to do in sketchbooks.</li> <li>Be able to follow a design with reverse and relief printing to create a repeating pattern.</li> <li>Talk about how things can be changed in printing to give a different effect.</li> <li>Talk about what you like in a partner's work.</li> <li>Be able to say what could be changed in own work and why?</li> </ul>

		Great Fire of London	Landscape Firescape Emma Majury			<p>Collage</p> <p>Can the texture of all materials be changed?</p>	<ul style="list-style-type: none"> <li>• Talk about what you see in fire pictures and how it can be changed into a collage.</li> <li>• Observe the work of an artist and make notes of materials and skills used.</li> <li>• Know what a landscape is.</li> <li>• Be able to mix and match primary/ secondary colours to create a fire.</li> <li>• Be able to name textures of materials.</li> <li>• Be able to use tools safely and with control.</li> <li>• Be able to observe and correct things that go wrong in their work.</li> <li>• Know the use of lines to create enclosed shapes of houses.</li> <li>• Be able to mix white and black together to create a smoky tone.</li> <li>• Experiment, explore and test all ideas in sketchbooks.</li> <li>• Know how to make choices and use skills, materials and techniques learnt to create a firescape landscape.</li> <li>• Talk about what materials they have used and why.</li> <li>• Express what most pleases them about their work.</li> <li>• Talk about what they would improve in their work and why.</li> </ul>
		Castles	Coat of Arm			<p>Textiles</p> <p>What is the best way to join fabric?</p>	<ul style="list-style-type: none"> <li>• Talk about what they see in coat of arm pictures with a partner.</li> <li>• With support talk about the history behind the coat of arms and how it linked to personal achievements.</li> <li>• To talk to a partner to explain personal interests, achievements to include in design.</li> <li>• Be able to make a choice of fabric to use in artwork.</li> <li>• Know the texture of materials using correct vocabulary to explain to others and label in sketchbooks.</li> <li>• Begin to thread a needle, knot and sew a running stitch on the edge of a fabric.</li> <li>• Experiment, explore and test how materials can be attached together.</li> <li>• Know how to make choices and use skills, materials and techniques learnt to create a personal coat of arms.</li> <li>• Express why you have made choices to use certain materials and not others.</li> </ul>

							<ul style="list-style-type: none"> <li>Share your work and express what you are most pleased about and what you would improve next time.</li> </ul>
KS2	Year 3	Light and Shadow	Shadow doodling  Vincent Bal & Kumi Yamashita	<ul style="list-style-type: none"> <li>-To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>-To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>-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]</li> <li>-To know about great artists, architects and designers in history.</li> </ul>	<p>Artists</p> <ul style="list-style-type: none"> <li>use inspiration from famous artists to replicate a piece of work;</li> <li>reflect upon their work inspired by a famous notable artist and the development of their art skills;</li> <li>express an opinion on the work of famous, notable artists and refer to techniques and effect</li> <li>use key vocabulary to demonstrate knowledge and understanding</li> </ul> <p>Printing</p> <ul style="list-style-type: none"> <li>use more than one colour to layer in a print;</li> <li>replicate patterns from observations;</li> <li>make printing blocks;</li> <li>make repeated patterns with precision;</li> </ul> <p>Textiles</p> <ul style="list-style-type: none"> <li>select appropriate materials, giving reasons;</li> <li>use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;</li> <li>develop skills in stitching, cutting and joining;</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>select colours and materials to create effect, giving reasons for their</li> </ul>	<p>Drawing</p> <p>How are emotions seen in shadows?</p>	<ul style="list-style-type: none"> <li>To work with a partner to investigate shadow and collect photographs.</li> <li>To recall and create different contour lines in sketchbooks.</li> <li>To investigate/ label hatching and cross hatching (tone) in sketchbooks.</li> <li>To investigate/label positive and negative shapes in sketchbooks.</li> <li>To test the drawing elements to create an object or figure on the shadow photographs.</li> <li>To repeat this using natural materials and create shadow drawings from own research.</li> <li>To evaluate the positives and negatives of the elements used.</li> <li>Discuss what part of the artists' work has inspired you and how you have used it in your own artwork.</li> </ul>
		Stone Age	Stone Age water wash and drawing picture.			<p>Painting</p> <p>How did stone age people make pigments?</p>	<ul style="list-style-type: none"> <li>Know about stone age art and how it was created.</li> <li>Research colour pigmentations in history.</li> <li>Be able to use the colour wheel to identify colours.</li> <li>Experiment with warm and cold washes.</li> <li>Identify natural colours on the colour wheel.</li> <li>Use sketchbooks to identify making marks and creating different line and 2D pictures.</li> <li>Independently create a final cave painting using the sketch book to support making choice of colours and tools.</li> <li>Express feelings about someone else's work with them.</li> <li>Tell a partner what you would change in your own work and why.</li> </ul>
		Famous Sculptures	Clay figure  Laurence Broderick & Antony Gormley			<p>Sculpture</p> <p>Why do artists make sculptures?</p>	<ul style="list-style-type: none"> <li>Explore the work of famous sculptures.</li> <li>Research the difference between two sculpture artists.</li> <li>Talk about the usefulness of different materials to sculpture with.</li> <li>Talk about form and shape whilst exploring clay.</li> <li>Begin to understand how to join clay together.</li> <li>Be able to handle and form objects with clay.</li> <li>Be able to use tools safely and for a purpose.</li> </ul>

				choices; <ul style="list-style-type: none"> <li>refine work as they go to ensure precision;</li> <li>learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;</li> </ul>		<ul style="list-style-type: none"> <li>Plan ideas in sketchbook through sketching and annotation.</li> <li>With support, be able to follow own plan and make sculpture.</li> <li>Talk about how some materials are better to sculpture with than others.</li> <li>Talk about how others work makes you feel.</li> <li>Explain how they can change things in own sculpture to make it better.</li> </ul>
		Autumn is Here	Monoprint  Neil Bousfield	Sculpture <ul style="list-style-type: none"> <li>cut, make and combine shapes to create recognisable forms;</li> <li>use clay and other malleable materials and practise joining techniques;</li> <li>add materials to the sculpture to create detail;</li> </ul> Painting <ul style="list-style-type: none"> <li>use varied brush techniques to create shapes, textures, patterns and lines;</li> <li>mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</li> <li>create different textures and effects with paint;</li> </ul>	Printing  Do all artist take ideas from what they see?	<ul style="list-style-type: none"> <li>Know about a famous printing artist and talk about what they do.</li> <li>Be able to experiment with printing slabs and rollers knowing what marks are made.</li> <li>Be able to use imagination to create line drawings to express weather changes in sketchbooks.</li> <li>Be able to sketch drawing on a printing block, making choice of tools used.</li> <li>Know how to reveal a monoprint from a printing block to check design and print quality.</li> <li>Know how to plan design in sketch books to recreate into a monoprint independently.</li> <li>Be able to describe the work of an artist.</li> <li>Talk about how your own work makes you feel and how you would change it.</li> </ul>
		Ancient Greece	Mosaic tile	Drawing <ul style="list-style-type: none"> <li>experiment with showing line, tone and texture with different hardness of pencils;</li> <li>use shading to show light and shadow effects;</li> <li>use different materials to draw, e.g. pastels, chalk,</li> </ul>	Collage  Does the texture of materials change when they are next to each other?	<ul style="list-style-type: none"> <li>Begin to understand Greek art in history.</li> <li>Be able to compare Greek art with modern artists.</li> <li>Know what natural materials are and describe their texture.</li> <li>Collect photos, research notes, annotations, collage and vocabulary in sketchbooks.</li> <li>Be able to copy and sketch designs into sketchbooks.</li> <li>Be able to describe the shape, size, space, colour and pattern of the collage created.</li> <li>Be able to design a Greek God looking at picture prompts.</li> <li>Know what materials to choose for the base of the mosaic and explain its usefulness.</li> <li>Talk about why they chose certain materials compared to others to create a mosaic.</li> <li>Discuss how their work makes them feel.</li> </ul>

				<p>felt tips;</p> <ul style="list-style-type: none"> <li>show an awareness of space when drawing;</li> </ul> <p>Exploring ideas</p> <ul style="list-style-type: none"> <li>use sketchbooks to record ideas;</li> <li>explore ideas from first-hand observations;</li> <li>question and make observations about starting points, and respond positively to suggestions;</li> <li>adapt and refine ideas.</li> </ul>		<ul style="list-style-type: none"> <li>Talk about what is similar to their work and the artist.</li> </ul>
		Baghdad	Woven carpet		Textiles	<ul style="list-style-type: none"> <li>Begin to understand Islamic weaving history.</li> <li>Begin to understand how different fabrics are produced.</li> <li>To use research knowledge to make choices of materials and tools.</li> <li>Begin to observe three basic woven patterns 'plain, satin, twill in others work.</li> <li>Know and make choices of colours that contrast with each other to use in own artwork.</li> <li>Being to analyse own work.</li> <li>Talk about different fabrics and their texture using correct vocabulary.</li> <li>Know how to use the research knowledge to plan for own weaving project.</li> <li>Be able to know how to make a loom board and explain what it is used for.</li> <li>Talk about why some materials are easier to work with than others.</li> <li>Express how their own artwork makes them feel.</li> <li>Be able to give reason for why they would change something about their artwork.</li> </ul>
	<u>Year 4</u>	Food	Still drawing  Maureen Crosbie		Drawing  How does the work of the artist make you feel?	<ul style="list-style-type: none"> <li>Talk about the work of Maureen Crosbie.</li> <li>Discuss and compare Maureen's work with another artist expressing style, elements and purpose.</li> <li>Search the internet for different fruit pictures to collect and analyse lines, patterns, shapes and tones in sketchbooks.</li> <li>Use vocabulary and practise line, pattern, shape and tone in sketchbooks.</li> <li>Explore the process of drawing from outer shape, internal pattern and colour tone to create a fruit picture.</li> <li>Share with a group how the artist work makes you feel.</li> <li>Identify what elements of art you need more practise with and why.</li> </ul>
		Coasts	Landscape painting  Alfred Wallis		Painting  What would you change in	<ul style="list-style-type: none"> <li>Know about famous landscape artists in England.</li> <li>Begin to understand how the shape and space in a landscape painting is broken up.</li> </ul>



						an artist piece of work and why?	<ul style="list-style-type: none"> <li>Explore contemporary colours and how shades, tints, tones and hues are made.</li> <li>Begin to understand how texture is made in paint and how to describe its form.</li> <li>Make choices of drawing, colours, shapes and textures to use in art work.</li> <li>Know what tools and materials are needed to create artwork.</li> <li>Make comparisons on an artist' work compared to their own.</li> <li>Know what they can change in their own work.</li> </ul>
		Hinduism	Diva lamp out of clay			<p>Sculpture</p> <p>Are sculptures made for different use?</p>	<ul style="list-style-type: none"> <li>Be able to collect different designs of divas to express like and dislikes between them.</li> <li>Know how to use imagination and observation to design a diva lamp.</li> <li>Talk about: <ul style="list-style-type: none"> <li>Rolling a ball of clay.</li> <li>Rolling snakes with clay.</li> <li>Squeezing the clay.</li> <li>Pulling and pinching the clay with your fingers.</li> <li>Carving details into the clay with tools.</li> <li>Smoothing out the clay with your fingers.</li> <li>Creating holes or hollows in the clay with tools.</li> <li>Joining pieces of clay together.</li> </ul> </li> <li>Talk about what they like about others work.</li> <li>Know how they could change a piece of sculpture to improve it.</li> </ul>
		Muslim way of life	<p>Kente cloth</p> <p>Gilbert Ahiagble</p>			<p>Printing</p> <p>Has culture or religion got anything to do with how we do art?</p>	<ul style="list-style-type: none"> <li>Be able to identify shape, pattern, lines in kente clothes.</li> <li>Know how to draw lines to create geometrical shapes and patterns in sketchbook.</li> <li>Be able to make a collagraph board for printing using different materials to create textures.</li> <li>Know how to test the collagraph board to print on different materials.</li> <li>Be able to independently design a collagraph board making choice of materials used and effects of printing created.</li> <li>Know the effect of printing on fabrics.</li> <li>Talk about what you like in others work.</li> </ul>

							<ul style="list-style-type: none"> <li>Make suggestions of what would be a better change to make in their print work.</li> </ul>
		Romans	Roman Sandal			Collage  Can collage products be used for human use?	<ul style="list-style-type: none"> <li>Be able to handle and explore different materials describing textures and the usefulness of materials in own plan.</li> <li>Know how to use information from research, exploring of materials to design a sandal that could be worn.</li> <li>Be able to create a test design by making a mini sandal using materials and tools appropriate for the job.</li> <li>Be able to test and make changes to original plan though materials and techniques.</li> <li>Know how to use tools safely when working with others.</li> <li>Know how to make a sandal after evaluating first model and use materials that work well together, are able to connect better and the tools have been used purposefully for the task.</li> <li>Talk about what you like about your work with others.</li> <li>Discuss what you like about others work and what is similar to your work and why.</li> </ul>
		Reasons to Care	Purse			Textiles	<ul style="list-style-type: none"> <li>Talk about ways to care for others</li> <li>Know how charities care for people in community.</li> <li>To search and understand instructions to make a purse.</li> <li>Be able to design their own purse in sketchbooks.</li> <li>Be able to explain shape, size, and pattern in design.</li> <li>Be able to make choices for materials and colours.</li> <li>Be able to use choices for a purpose.</li> <li>Know how to keep size and proportion through folding fabrics.</li> <li>Experiment and practise backstitch, front knot and overstitch to connect and fill fabrics.</li> <li>Experiment with finding the best fastener for own design.</li> <li>Be able to test own design to make improvements.</li> <li>Observe and discuss how others can improve their design to make it better.</li> </ul>

KS2	Year 5	The Highway Man	<p>Recreate a picture from the Highway Man</p> <p>Inspired by Charles Keeping</p>			<p>Drawing</p> <p>Why is the way we present drawings important?</p>	<ul style="list-style-type: none"> <li>Explore a range of pictures from 'The Highway Man' and discuss the effects seen.</li> <li>Experiment with different mediums through line, and tone.</li> <li>To be able to evaluate which medium layer and blend work better together than others.</li> <li>Experiment with different hatching methods, tonal, shading, 2D and 3D shapes.</li> <li>Explore drawing focal points, foreground and background using lines.</li> <li>Become inspired by a picture to create own version using skills learnt.</li> <li>Know how to recreate picture, making choices of mediums and materials.</li> <li>Be able observe others, work to express what they like or dislike.</li> <li>Make suggestions on how others can improve their work.</li> </ul>
		Exploration	<p>Mood painting</p> <p>Inspired by Edvard Munch</p>			<p>Painting</p> <p>Can colours have meaning?</p>	<ul style="list-style-type: none"> <li>Be able to research about an artist and their work.</li> <li>Be able to compare two artists through their art work.</li> <li>Know what impressionist's artist do.</li> <li>Know what complementary colours are.</li> <li>Be able to explore harmonious colours.</li> <li>Be able to think of emotion and sketch in sketchbooks.</li> <li>Explore mixing different textured paints.</li> <li>Make choices of tools and materials to use.</li> <li>Be able to use the language of colour: primary, secondary, complementary, harmonious, tertiary, analogous, value, shades, tints, tones, hues.</li> <li>Know how to use the language of art to express others work.</li> <li>Be able to describe links to own and others work.</li> </ul>
		Environmentalism	<p>Awareness sculpture to address a local issue</p> <p>Inspired by the artists</p>			<p>Sculpture</p> <p>Why is sculpture important to one's culture</p>	<ul style="list-style-type: none"> <li>Discuss and share differences between art sculpture and their artists.</li> <li>Be able to research and share the message an artist's work is showing.</li> <li>Observe and reflect on local issues that affect the community.</li> <li>Be able to work with others to address a local issue.</li> </ul>

			Tim and Sue Webster			and community?	<ul style="list-style-type: none"> <li>• Know organic and waste materials and their use.</li> <li>• Plan to create a sculpture which expresses what you want to say.</li> <li>• Be able to use vocabulary linked to shape and form.</li> <li>• Know how to make choices of materials and tools to be used in artwork.</li> <li>• Know how to use tools safely and for a purpose.</li> <li>• Be able to test how things work and find alternatives.</li> <li>• Be able to make suggestion to others about their work.</li> <li>• Talk about how others work makes them feel and why.</li> </ul>
		Ancient Egypt	Reduction Printing			Printing  Why has printing been so popular in some cultures?	<ul style="list-style-type: none"> <li>• Be able to research some Ancient Egypt printing art to collect ideas in sketchbooks.</li> <li>• Know about artists and what type of artwork do they do and why.</li> <li>• Talk about what Egyptian art was influenced by.</li> <li>• Be able to replicate some Egyptian sketches in sketchbooks.</li> <li>• With guidance, be able to transfer a design from sketchbooks to a foam tile.</li> <li>• Know how to use tools safely and with ease.</li> <li>• Be able to add paint with roller to tile design and make a print.</li> <li>• Know how to add more marks, lines and shapes to an existing foam tile.</li> <li>• Know how to test the tile design many times to reflect on its, lines, shapes and patterns in sketchbooks.</li> <li>• Know how to plan and recreate a print picture with previous skills such as stencilling, monoprinting, block printing combined with new skills of reverse printing.</li> <li>• Talk about what improvements could be made to own work.</li> <li>• Discuss what was easy or difficult in the reverse printing method.</li> <li>• Talk about what advise you would give to someone who has not done reverse printing before.</li> </ul>
		Rainforests	Flour based batik			Collage	<ul style="list-style-type: none"> <li>• Talk about an artist their work, style and what they are influenced with others.</li> </ul>

			Richard Kimbo			Do batik motifs and patterns have names?	<ul style="list-style-type: none"> <li>• Be able to collect photos, research notes and findings in sketchbooks.</li> <li>• Know how to use research in sketch books to create own sketch designs.</li> <li>• Know contemporary and contrasting colours to make colour key in sketchbooks.</li> <li>• Be able to know how to make a flour paste to use for drawing.</li> <li>• Be able to trace own design on fabric to draw with flour paste.</li> <li>• Know when the paste is dry.</li> <li>• Be able to add colours to the fabric area following the contemporary and contrasting key in sketchbooks.</li> <li>• Know how to remove flour paste off fabric and seal the colours.</li> <li>• Talk about what was easy or challenging during the project.</li> <li>• Be able to use three words to describe own feelings about the batik art.</li> <li>• Talk about what is similar in artists and own work.</li> </ul>
		Mayans	Worry dolls			Textiles	<ul style="list-style-type: none"> <li>• Know about Mayan textiles and talk about what they can see on them.</li> <li>• Be able to observe and create a mood board using a web search on colour, images and texture.</li> <li>• Know how to research and collect information in sketchbooks about worry dolls.</li> <li>• Be able to talk about colour, shape, pattern and texture using correct vocabulary.</li> <li>• Be able to select different materials to use them to design own doll.</li> <li>• Know how to connect things together by stitching, gluing or twisting.</li> <li>• Know how to evaluate own work to make improvements.</li> <li>• Be able evaluate work with a peer and state what they are proud of in their own work.</li> <li>• Know what they would change if they did the work again.</li> </ul>
	<u>Year 6</u>	Key leaders	Feeling and emotional drawing conveying a message			Drawing	<ul style="list-style-type: none"> <li>• Know how to research and compare an artist's thoughts, feelings and emotions through their artwork.</li> </ul>

						How could you change thinking through art?	<ul style="list-style-type: none"> <li>• Be able to discuss and research about an issue you are passionate about and collect information and thoughts in sketchbooks.</li> <li>• Know the forms of artwork used by other artists.</li> <li>• Be able to plan own ideas and thoughts in sketchbook to explore line, tone, shape, form and colour to express feelings, moods and emotions</li> <li>• Be able to experiment with different mediums and select best use.</li> <li>• Be able to create a drawing conveying a message combining research, sketchbook ideas, and thoughts.</li> </ul>
		Evacuee Children	Mixed media painting			Painting  Do the meanings of colours change in different times and places?	<ul style="list-style-type: none"> <li>• Be able to reflect on others feelings and emotions.</li> <li>• Be able distinguish between the spaces on a surface.</li> <li>• Know how to plan a piece of artwork through discussion, sketching and annotation.</li> <li>• Be able to identify what colour techniques will be needed to create own work.</li> <li>• Can explain this to others.</li> <li>• Be able to consider or take on others ideas through observation and discussion.</li> <li>• Be able to independently make choices of materials and tools.</li> <li>• Talk and create a title for own art work.</li> <li>• Be able to express how others work makes them feel and why?</li> <li>• Be able to suggest ideas of how artwork could be improved.</li> </ul>
		Coasts	Wire & clay figure  Alberto Giacometti & Nils Udo			Sculpture  Do you need to be trained to sculpture?	<ul style="list-style-type: none"> <li>• Discuss and share differences between sculpture artists</li> <li>• Talk about how the artist sculptures were created.</li> <li>• Be able to collect pictures of Anglo Saxons to observe body, form and size to annotate in sketchbook.</li> <li>• Know how to use line to draw stick men in different poses.</li> <li>• Be able to manipulate wire to create shape and form.</li> <li>• Make material choices that are suitable to fill shapes in.</li> </ul>

							<ul style="list-style-type: none"> <li>To be able to find ways of attaching clay to other materials</li> <li>Know what tools are suitable for what purpose.</li> <li>Know how to test artwork against plans set.</li> <li>Be able to make suggestion to own and others work.</li> </ul>
		Temptation	Reduction Printing  Patrick Hughes & John Brunsdon			Printing  Can the elements of printing be used to create abstract art?	<ul style="list-style-type: none"> <li>Talk about an artist and compare its artwork to another artist.</li> <li>Be able to use imagination and research a garden with a one-point perspective.</li> <li>Know how to create a garden drawing using line and a one-point perspective in sketch books.</li> <li>Know how to use a view finder to locate a part of a drawing created.</li> <li>Remember and explore how to do a reverse printing in sketchbooks.</li> <li>Know how to add marks, lines and shapes on foam tile.</li> <li>Be able to explain what positive and negative space and 2D, 3D form is whilst working on artwork.</li> <li>Be able to reduce a reverse print pattern to simplify the lines and patterns in print.</li> <li>Talk about what improvements could be made to own work.</li> <li>Discuss what was easy or difficult through the challenge.</li> <li>Talk about what advise you would give someone else.</li> </ul>
		Christmas	A collage card or gift			Collage  Does collage have any other purposes?	<ul style="list-style-type: none"> <li>Talk about the Christian faiths and its traditions.</li> <li>Know how to research an artist 'Kurt Schwitters' to find out what type of art he does.</li> <li>Know why Christmas cards and gifts are exchanged.</li> <li>Be able to make plans on own art work through observations, research, discussions and prior knowledge.</li> <li>Talk about the choice of materials their textures and tools needed to create own artwork.</li> <li>Begin to understand other artists and their style of collage.</li> <li>Talk about what landscape, abstract and portrait art looks like.</li> <li>Talk about colour, pattern, shape using correct vocabulary.</li> </ul>

							<ul style="list-style-type: none"> <li>• Know how plan and design own artwork in sketchbooks.</li> <li>• Know what connectives will be needed to create a collage artwork.</li> <li>• Know how recycled materials are used.</li> <li>• Know how to express feelings about own artwork with others.</li> <li>• Be able to talk about what skills learnt before have been used here.</li> <li>• Critically evaluate an artist work to make suggestions for improvement.</li> <li>• Know what could be altered or changed in own work to make it better.</li> </ul>
		Spiritual Arts	Weaving  Albert			<p>Textiles</p> <p>What is the role of art in the spiritual life?</p>	<ul style="list-style-type: none"> <li>• Talk about what spiritual art is and how people can connect to it.</li> <li>• Be able to express own feelings through painting with others.</li> <li>• Know how to research an artist to find out what type of art they do.</li> <li>• Know how to change feelings and thoughts from one medium of art to another.</li> <li>• Be able to make plans on own art project through observations, research, discussions and prior knowledge.</li> <li>• Talk about the choice of materials their textures and tools needed to create own artwork.</li> <li>• Be able to test and adapt ideas that do not work well through experimenting, observing and discussing with others.</li> <li>• Be able to discuss how an artist creates their work and what idea will be used in own project.</li> <li>• Know that sketchbooks are used to collect ideas, thoughts, research, photos, notes, annotations and to reflect on it in the future.</li> <li>• Be able to take challenges to perfect work to the best of one's own ability.</li> <li>• Know how to express feelings about own projects with others.</li> <li>• Be able to talk about what skills learnt before have been used here.</li> <li>• Critically evaluate an artist work to make suggestions.</li> <li>• Know what could be altered or changed in own work to make it better.</li> </ul>