

YEAR ONE			
TERM	Autumn 1: Portraits	Spring 1: Abstract Expressionism	Summer 1: Clay Sculpture
LEARNING OBJECTIVES	<ul style="list-style-type: none"> To understand what a portrait is and express my opinions To be inspired by an artist's work To do observational drawing of my face To do observational drawing of my face To create a background that represents me 	<ul style="list-style-type: none"> To understand the meaning of abstract art To talk about the artist Jackson Pollock To experiment with colour and texture through mark making To understand which colours mix together to create new colours To create a final piece of abstract art 	<ul style="list-style-type: none"> To notice what is the same and what is different about sculptures To research an artist To practise shaping, joining and creating texture To create a clay sculpture inspired by an artist To photograph my final piece in different ways
NATIONAL CURRICULUM	PUPILS SHOULD BE TAUGHT: <i>'...to use a range of materials creatively to design and make products.'</i> <i>'...to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.'</i> <i>'...to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.'</i> <i>'...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.'</i>		
TOPIC VOCABULARY	portrait, self-portrait, sketching, collage, proportion, facial features, iris, nostrils, hair line, expression, background, culture, portrait/ landscape, still life, stick, cut, layer	expressionism, era, abstract, real life, line/shape primary colour, secondary colour, pattern, feelings, emotions,	model, cut, stick, fold, bend, attach, assemble, statue, pinch, coil, score, slip, kiln, secure
SKILLS BUILDER FOCUS	LISTENING Step 1: I listen to others and can remember short instructions	PROBLEM SOLVING Step 0 : I complete tasks by following instructions	LEADERSHIP Step 0: I know how I am feeling about something TEAMWORK Step 0: I work with others in a positive way

YEAR TWO

TERM	Autumn 1: Artists are Explorers	Spring 1: Pointillism	Summer 1: Paper Sculpture
LEARNING OBJECTIVES	<ul style="list-style-type: none"> To control the types of marks made with the range of media To observe how some artists explore the world around them to help them find inspiration To use careful looking to practice observational drawing, and to focus for 5 or 10 minutes. To hold an object to make a drawing thinking about the way the object feels To combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings. 	<ul style="list-style-type: none"> To identify the characteristics of an artistic style To research an artists' work to inspire my own To begin to control the types of marks made with a range of painting techniques To create a landscape painting inspired by pointillism 	<ul style="list-style-type: none"> To understand what sculpture is and how paper can be used To notice what is the same and what is different about sculptors To experiment with different ways to manipulate a material To be inspired by an artist work To create a sculpture
NATIONAL CURRICULUM	<p>PUPILS SHOULD BE TAUGHT:</p> <p><i>'...to use a range of materials creatively to design and make products.'</i></p> <p><i>'...to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.'</i></p> <p><i>'...to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.'</i></p> <p><i>'...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.'</i></p>		
TOPIC VOCABULARY	line, composition, space, layering, sketching, wax resist, watercolours, wash, autumnal, nature	pointillism, landscape, art movement, impressionism, dots, layering, merging, bubble wrap, impression	Fold, crimp, loop, bend, cone, fringe, pleat, tabs, glue, continuous, abstract, storytelling, computer aided design, repeat, repetition
SKILLS BUILDER FOCUS	<p>LISTENING</p> <p>Step 2: I listen to others and can ask questions if I don't understand</p>	<p>PROBLEM SOLVING</p> <p>Step 1: I complete tasks by finding someone to help if I need them</p>	<p>LEADERSHIP</p> <p>Step 1: I know how to explain my feelings about something to my team</p> <p>TEAMWORK</p> <p>Step 1: I work well with others by behaving appropriately</p>

YEAR THREE

TERM	Autumn 1: Cubism	Spring 1: Impressionism	Summer 1: Contemporary Art
LEARNING OBJECTIVES	<ul style="list-style-type: none"> To identify the characteristics of an art style - Cubism To research an artists' work to inspire my own <ul style="list-style-type: none"> To draw from life To be inspired by an artist work 	<ul style="list-style-type: none"> To compare landscape paintings by different artists <ul style="list-style-type: none"> To describe who Claude Monet was To mix paints to make different tones To create a landscape picture in an impressionistic style 	<ul style="list-style-type: none"> To learn about different styles of art To use my sketchbook to collect and record ideas <ul style="list-style-type: none"> To manipulate a new medium To be inspired by an artist
NATIONAL CURRICULUM	PUPILS SHOULD BE TAUGHT: <i>'... to create sketch books to record their observations and use them to review and revisit ideas.'</i> <i>'... 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].'</i> <i>'... about great artists, architects and designers in history.'</i>		
TOPIC VOCABULARY	cubism, geometric, angular, angles, straight, collage, layering	impressionism, light, nature, brushstrokes, impression, tone, hue, gradual	culture, identity, race, influence, contemporary, modern, talking-point, thought provoking, world wide
SKILLS BUILDER FOCUS	LISTENING Step 3: I listen to others and can tell someone else what it was about	PROBLEM SOLVING Step 2: I complete tasks by explaining problems to someone for advice if I need	LEADERSHIP Step 2: I know how to recognise others' feelings about something TEAMWORK Step 2: I work well with others by being on time and reliable

YEAR FOUR

TERM	Autumn 1: Architecture	Spring 1: Portraits	Summer 1: Clay Sculpture
LEARNING OBJECTIVES	<ul style="list-style-type: none"> To identify the characteristics of an art style - Architecture To research an artists' work to inspire my own To draw a precise picture of a building To drawing using one-point perspective Printing 	<ul style="list-style-type: none"> To know about a variety of artists To reflect on my own work and identify how to improve To create perspective using tone To understand what effects different colours have To use my knowledge of painting to complete a portrait of a loved one 	<ul style="list-style-type: none"> To learn about different styles of art To use my sketchbook to collect and record ideas To join clay together To reflect upon the work they have done and apply the technical skills they are learning to improve the quality of their work.
NATIONAL CURRICULUM	PUPILS SHOULD BE TAUGHT: <i>'...to create sketch books to record their observations and use them to review and revisit ideas.'</i> <i>'...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].'</i> <i>'... about great artists, architects and designers in history.'</i>		
TOPIC VOCABULARY	characteristics, modernism, futuristic, sketching, different pencil grades, lead, precise, width, length, height, depth, measure, perspective, one-point perspective, horizon line, angle, guide lines	proportion, sketching, impression, primary colours, secondary colours, warm/ cold colours, complimentary colours, gradual, tone	minimalism, sculpture, smooth, slip, score, scale
SKILLS BUILDER FOCUS	LISTENING Step 4: I listen to others and can tell why they are communicating with me	PROBLEM SOLVING Step 4: I explore problems by creating different possible solutions	LEADERSHIP Step 3: I manage dividing up tasks between others in a fair way TEAMWORK Step 3: I work well with others by taking responsibility for completing my tasks

YEAR FIVE

TERM	Autumn 1: Illustration	Spring 1:	Summer 1: Wire Sculpture
LEARNING OBJECTIVES	<ul style="list-style-type: none"> To understand how an illustrator works To use a variety of techniques to add interesting effects To work in a sustained and independent way to create a detailed drawing To create a final piece developing a key element of their work 	<ul style="list-style-type: none"> To identify the characteristics of an artist To confidently use my sketchbook for a variety of purposes including recording information and testing materials To investigate the potential of materials by experimenting with different effects and textures To confidently control the types of marks made and experiment with different effects and textures 	<ul style="list-style-type: none"> To understand and recognise the features of surrealism To discuss the ideas and approaches of various artists To use my sketchbook to record observations and develop ideas To confidently investigate and exploit the potential of new and unfamiliar materials To model over an armature
NATIONAL CURRICULUM	PUPILS SHOULD BE TAUGHT: <i>'...to create sketch books to record their observations and use them to review and revisit ideas.'</i> <i>'...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].'</i> <i>'... about great artists, architects and designers in history.'</i>		
TOPIC VOCABULARY	illustrator, illustration, drawing, sketching, lead, different pencil, foreground, background	texture, layering, watercolour, splashing, wax resist, wash, gradual wash, experimentation, risk taking, charcoal, oil pastel	twisting, stable, layering, armature, plasticine, proportion, length, height, width, 3 dimensional, distortion, post modernism, surrealism
SKILLS BUILDER FOCUS	LISTENING Step 5: I listen to others and record important information as I do	PROBLEM SOLVING Step 4: I explore problems by creating different possible solutions	LEADERSHIP Step 4: I manage time and share resources to support completing tasks TEAMWORK Step 4: I work well with others by supporting them if I can do so

YEAR SIX

TERM	Autumn 1: Figures	Spring 1: Portraits	Summer 1: Clay Sculpture
LEARNING OBJECTIVES	<ul style="list-style-type: none"> To explain the work and ideas of a significant artist taking account of the influence of the different historical, cultural and social contexts in which they worked. To do observational drawings with awareness of composition, scale and proportion To use sketchbooks to record observations and develop ideas for a pattern inspired by the work of William Morris To use physical and computer aided design to create a repeat pattern 	<ul style="list-style-type: none"> To be influenced by a period of art To use my sketchbook as a place to refine my technical and craft skills To control the types of marks made and experiment with different effects and textures To mix colour, shades and tones with confidence building on previous knowledge 	<ul style="list-style-type: none"> To engage in open ended research to compare sculptural styles through time To make imaginative use of the knowledge I have acquired of tools, techniques and materials to express own ideas and feelings To experience combining pinch, slabbing and coiling to produce end pieces
NATIONAL CURRICULUM	PUPILS SHOULD BE TAUGHT: <i>'...to create sketch books to record their observations and use them to review and revisit ideas.'</i> <i>'...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].'</i> <i>'... about great artists, architects and designers in history.'</i>		
TOPIC VOCABULARY	William Morris, arts, crafts, repeat, tile, rotational symmetry, translation symmetry, pattern, Victorian	pop art, complementary colours, primary colours, secondary colours, tertiary colours, hue, shade, tone, names of paint brushes.	slipping, scoring, coil, slabbing, slab, air dry, sculpture, twists, spirals, braids, base, spheres, pinch, wedge, kiln, throwing
SKILLS BUILDER FOCUS	LISTENING Step 6- I show I am listening by how I use eye contact and body language	PROBLEM SOLVING Step 5 - I explore problems by thinking about the pros and cons of possible solutions	LEADERSHIP Step 5- I manage group discussions to reach shared decisions TEAMWORK Step 5- I work well with others by understanding and respecting diversity of others' cultures, beliefs and backgrounds