

	Learning objectives and skills								
Ac	lvent		Lent		Pentecost				
•	New Beginnings Sunrise and sunset Autumn Leaves Studies	Water- Magritte     Nativity Clay figures	Great Fire of London Flames and Pentecost flames	Seaside Beach Huts and Seaside Horizons	Portraits – Mary Seacole and Florence Nightingale	African Art Tingatinga     Animal skin/fur studies			
1.	To look at sunsets and sunrises in Art  • Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	To understand key facts about Rene Magritte     Investigate different kinds of art, craft and design      To understand the term surrealism     Investigate different kinds of	To look at Flames in works of Art from different cultures     Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	<ol> <li>To create Beach Hut sketches in detail         <ul> <li>Record and explore ideas from observation, experience and imagination.</li> </ul> </li> <li>To create Beach Hut sketches in detail</li> </ol>	To look at the importance of portraits in History     Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	<ol> <li>To become familiar with the work of Tingatinga</li> <li>To become familiar with the work of Tingatinga</li> <li>To create a wild animal pictustyle of Tingatinga</li> </ol>			
2.	To understand what a horizon is	art, craft and design	2. To think about the colours that are seen in a flame	<ul> <li>Record and explore ideas from observation, experience and</li> </ul>	To look at the proportions of a portrait	Explore the differences and similarities within the work			
3.	To think about the colours that are seen in a sunset and sunrise  Mix a range of secondary colours, shades and tones.	<ul><li>3. To create water pictures in the style of Magritte</li><li>4. To use IT to create Magritte style pictures</li></ul>	<ul> <li>Mix a range of secondary colours, shades and tones.</li> <li>3. To use watercolours to create a fire scene (great fire of</li> </ul>	imagination.  3. To draw other Human geographical features found on a beach	<ul><li>3. To draw a portrait of a friend</li><li>4. To draw a portrait of Florence Nightingale</li></ul>	<ul> <li>craftspeople and designers different times and cultures</li> <li>Mix a range of secondary c shades and tones.</li> <li>Layer different media, e.g.</li> </ul>			
4.	To use watercolours to create a sunset or sunrise	<ul><li>Use ICT.</li><li>5. To combine artwork to create a</li></ul>	London)  Name different types of paint and their properties.	Record and explore ideas from first hand observation, experience and imagination.	To choose from a range of media to add colour to a portrait of	pastels, felt tips, charcoal a ballpoint			
5.	To understand how oil pastels can be added to watercolours to create depth and texture  Name different types of paint	whole class surrealist display     Create textured collages     from a variety of media.	To understand how collage can be used to create depth and texture	Experiment with the visual elements; line, shape, pattern and colour.	<ul> <li>Florence Nightingale</li> <li>Mix a range of secondary colours, shades and tones.</li> <li>Layer different media, e.g.</li> </ul>	4. To create a wild animal picture style of Tingatinga  • Explore the differences and similarities within the work of the similarities.			
	<ul><li>and their properties.</li><li>Work on a range of scales e.g. large brush on large paper etc</li></ul>	6. Understand how to manipulate clay	<ul> <li>Work on a range of scales</li> <li>Layer different media, e.g. collage</li> </ul>	4. To draw other Human geographical features found on a beach	crayons, pastels, felt tips, charcoal and ballpoint	craftspeople and designers different times and cultures  • Mix a range of secondary of			
6	Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint  To look at autumn still life	<ul><li>7. Use clay to make nativity figures</li><li>8. Combine class work to create</li></ul>	<ul> <li>Review what they and others have done and say what they think and feel about it.</li> <li>Identify what they might</li> </ul>	<ul> <li>Record and explore ideas from first hand observation, experience and imagination.</li> <li>Experiment with the visual elements; line, shape, pattern</li> </ul>	<ul><li>6. To draw a portrait of Mary Seacole</li><li>7. To choose from a range of media to add colour to a portrait of Mary</li></ul>	<ul> <li>shades and tones.</li> <li>Layer different media, e.g. pastels, felt tips, charcoal a ballpoint</li> </ul>			
0.	scenes	Class nativity scene.  • Manipulate clay for a variety	change in their current work or develop in their future work.	and colour.	Seacole  Mix a range of secondary	5. To look at the patterns that on seen in different animal skir			
7.	<ul> <li>To draw an autumn leaf in close detail</li> <li>Draw for a sustained period of time from the figure and real objects, including single and</li> </ul>	<ul> <li>Manipulate day for a variety of purposes</li> <li>Review what they and others have done and say what they think and feel about it.</li> <li>Identify what they might</li> </ul>	WOIK.	<ul><li>5. To use sketches to create a Seaside scene</li><li>6. To use sketches to create a Seaside scene</li></ul>	<ul> <li>colours, shades and tones.</li> <li>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint</li> <li>Review what they and others</li> </ul>	<ul> <li>Design patterns of increasing complexity and repetition.</li> <li>Experiment with the visual line, shape, pattern and colonic Review what they and other</li> </ul>			

- objects, including single and grouped objects.
- Experiment with the visual elements; line, shape, pattern and colour.
- Record and explore ideas from first hand observation, experience and imagination.

## 8. To use pastels to create autumn colour variations

- Mix a range of secondary colours, shades and tones
- Name different types of paint and their properties.

Identify what they might change in their current work or develop in their future work.

- Seaside scene
- 7. To use paint to add colour to beach scene
  - Mix a range of secondary colours, shades and tones.
  - Experiment with the visual elements; line, shape, pattern and colour.
  - Review what they and others have done and say what they think and feel about it.
  - Identify what they might change in their current work or develop in their future work.

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- Review what they and others have done and say what they think and feel about it.
- Identify what they might change in their current work or develop in their future work.

## 6. To look at the patterns that can be seen in different animal skins

- Design patterns of increasing complexity and repetition.
- Experiment with the visual elements; line, shape, pattern and colour.

<ul> <li>Work on a range of scales e.g. large brush on large paper etc</li> <li>Review what they and others have done and say what they think and feel about it.</li> <li>Identify what they might change in their current work or develop in their future work.</li> </ul>			<ul> <li>8. To use paint to add colour to beach scene <ul> <li>Mix a range of secondary colours, shades and tones.</li> <li>Experiment with the visual elements; line, shape, pattern and colour.</li> <li>Review what they and others have done and say what they think and feel about it.</li> <li>Identify what they might change in their current work or develop in their future work.</li> </ul> </li> <li>9. To use paint to add colour to beach scene <ul> <li>Mix a range of secondary colours, shades and tones.</li> <li>Experiment with the visual elements; line, shape, pattern and colour.</li> <li>Review what they and others have done and say what they think and feel about it.</li> <li>Identify what they might change in their current work or develop in their future work.</li> </ul> </li> </ul>		<ul> <li>Review what they and others have done and say what they think and feel about it.</li> <li>Identify what they might change in their current work or develop in their future work.</li> <li>7. To look at the patterns that can be seen in different animal skins</li> <li>Design patterns of increasing complexity and repetition.</li> <li>Experiment with the visual elements; line, shape, pattern and colour.</li> <li>Review what they and others have done and say what they think and feel about it.</li> <li>Identify what they might change in their current work or develop in their future work.</li> </ul>					
			in their luture work.							
	#BTK and Links with other subjects									
RE	RE Water in Baptism	RE	Geography	Geography	Geography					
Forest School Literacy	History The Titanic Geography The Oceans			History						
	Key Vocabulary									
Horizon	Manipulate	Primary and secondary Colours	Observation	Portrait	Tingatinga					
Primary and secondary Colours		Shades	Imagination Experience	secondary colours, shades and tones. Layer	Complexity Repetition					
Shades		Tones		Media crayons, pastels, felt tips, charcoal and ballpoint						
Tones		Scale		Бапропи						
Properties		collage								
Layers										
Single/grouped objects										
Line/shape and pattern										
First hand observation										
scale										

Exploring and developing ideas	Exploring and developing ideas (ONGOING)
(ONGOING)	<ul> <li>Record and explore ideas from first hand observation, experience and imagination. 2</li> <li>Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. 2</li> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> </ul>
Evaluating and developing work	Evaluating and developing work (ONGOING)
(ONGOING)	<ul> <li>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook </li> <li>Identify what they might change in their current work or develop in their future work.</li> </ul>
Drawing	<u>Drawing</u>
	<ul> <li>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</li> <li>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</li> <li>Experiment with the visual elements; line, shape, pattern and colour.</li> </ul>
Painting	Painting
	<ul> <li>Mix a range of secondary colours, shades and tones. </li> <li>Name different types of paint and their properties. </li> <li>Work on a range of scales e.g. large brush on large paper etc. </li> </ul>
Printing	Printing
	<ul> <li>Design patterns of increasing complexity and repetition.</li> </ul>
Textiles/collage	Textiles/Collages
	<ul> <li>Create textured collages from a variety of media. 2</li> <li>Make a simple mosaic. 2</li> </ul>
3 D form	3D Form
	• Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. 2
Breadth of Study	Breadth of Study
	<ul> <li>Use ICT. 2</li> <li>Investigate different kinds of art, craft and design</li> </ul>