



# Learning objectives and skills

| Advent   |   | Lent   |   | Pentecost  |  |
|--|---|--|---|--|--|
| <ul style="list-style-type: none"> <li>New Beginnings Sunrise and sunset</li> <li>Autumn Leaves Studies</li> </ul>   | <ul style="list-style-type: none"> <li>Water- Magritte</li> <li>Nativity Clay figures</li> </ul>  | Great Fire of London Flames and Pentecost flames   | Seaside Beach Huts and Seaside Horizons   | Portraits – Mary Seacole and Florence Nightingale  | <ul style="list-style-type: none"> <li>African Art Tingatinga</li> <li>Animal skin/fur studies</li> </ul>  |
| <ol style="list-style-type: none"> <li>To look at sunsets and sunrises in Art               <ul style="list-style-type: none"> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> </ul> </li> <li>To understand what a horizon is</li> <li>To think about the colours that are seen in a sunset and sunrise               <ul style="list-style-type: none"> <li>Mix a range of secondary colours, shades and tones.</li> </ul> </li> <li>To use watercolours to create a sunset or sunrise</li> <li>To understand how oil pastels can be added to watercolours to create depth and texture               <ul style="list-style-type: none"> <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> <li>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint</li> </ul> </li> <li>To look at autumn still life scenes</li> <li>To draw an autumn leaf in close detail               <ul style="list-style-type: none"> <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> <li>Record and explore ideas from first hand observation, experience and imagination.</li> </ul> </li> <li>To use pastels to create autumn colour variations               <ul style="list-style-type: none"> <li>Mix a range of secondary colours, shades and tones</li> <li>Name different types of paint and their properties.</li> </ul> </li> </ol> | <ol style="list-style-type: none"> <li>To understand key facts about Rene Magritte               <ul style="list-style-type: none"> <li>Investigate different kinds of art, craft and design</li> </ul> </li> <li>To understand the term surrealism               <ul style="list-style-type: none"> <li>Investigate different kinds of art, craft and design</li> </ul> </li> <li>To create water pictures in the style of Magritte</li> <li>To use IT to create Magritte style pictures               <ul style="list-style-type: none"> <li>Use ICT.</li> </ul> </li> <li>To combine artwork to create a whole class surrealist display               <ul style="list-style-type: none"> <li>Create textured collages from a variety of media.</li> </ul> </li> <li>Understand how to manipulate clay</li> <li>Use clay to make nativity figures</li> <li>Combine class work to create Class nativity scene.               <ul style="list-style-type: none"> <li>Manipulate clay 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 change in their current work or develop in their future work.</li> </ul> </li> </ol> | <ol style="list-style-type: none"> <li>To look at Flames in works of Art from different cultures               <ul style="list-style-type: none"> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> </ul> </li> <li>To think about the colours that are seen in a flame               <ul style="list-style-type: none"> <li>Mix a range of secondary colours, shades and tones.</li> </ul> </li> <li>To use watercolours to create a fire scene (great fire of London)               <ul style="list-style-type: none"> <li>Name different types of paint and their properties.</li> </ul> </li> <li>To understand how collage can be used to create depth and texture               <ul style="list-style-type: none"> <li>Work on a range of scales</li> <li>Layer different media, e.g. collage</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> </ol> | <ol style="list-style-type: none"> <li>To create Beach Hut sketches in detail               <ul style="list-style-type: none"> <li>Record and explore ideas from observation, experience and imagination.</li> </ul> </li> <li>To create Beach Hut sketches in detail               <ul style="list-style-type: none"> <li>Record and explore ideas from observation, experience and imagination.</li> </ul> </li> <li>To draw other Human geographical features found on a beach               <ul style="list-style-type: none"> <li>Record and explore ideas from first hand observation, experience and imagination.</li> <li>Experiment with the visual elements; line, shape, pattern and colour.</li> </ul> </li> <li>To draw other Human geographical features found on a beach               <ul style="list-style-type: none"> <li>Record and explore ideas from first hand observation, experience and imagination.</li> <li>Experiment with the visual elements; line, shape, pattern and colour.</li> </ul> </li> <li>To use sketches to create a Seaside scene</li> <li>To use sketches to create a Seaside scene</li> <li>To use paint to add colour to beach scene               <ul style="list-style-type: none"> <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> </ol> | <ol style="list-style-type: none"> <li>To look at the importance of portraits in History               <ul style="list-style-type: none"> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> </ul> </li> <li>To look at the proportions of a portrait</li> <li>To draw a portrait of a friend</li> <li>To draw a portrait of Florence Nightingale</li> <li>To choose from a range of media to add colour to a portrait of Florence Nightingale               <ul style="list-style-type: none"> <li>Mix a range of secondary colours, shades and tones.</li> <li>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint</li> </ul> </li> <li>To draw a portrait of Mary Seacole</li> <li>To choose from a range of media to add colour to a portrait of Mary Seacole               <ul style="list-style-type: none"> <li>Mix a range of secondary 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 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>Record and explore ideas from first hand observation, experience and imagination.</li> </ul> </li> </ol> | <ol style="list-style-type: none"> <li>To become familiar with the life and work of Tingatinga</li> <li>To become familiar with the life and work of Tingatinga</li> <li>To create a wild animal picture in the style of Tingatinga               <ul style="list-style-type: none"> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> <li>Mix a range of secondary colours, shades and tones.</li> <li>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint</li> </ul> </li> <li>To create a wild animal picture in the style of Tingatinga               <ul style="list-style-type: none"> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> <li>Mix a range of secondary colours, shades and tones.</li> <li>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint</li> </ul> </li> <li>To look at the patterns that can be seen in different animal skins               <ul style="list-style-type: none"> <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> </li> <li>To look at the patterns that can be seen in different animal skins               <ul style="list-style-type: none"> <li>Design patterns of increasing complexity and repetition.</li> <li>Experiment with the visual elements; line, shape, pattern and colour.</li> </ul> </li> </ol> |

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| <ul style="list-style-type: none"> <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> |  |  | <p><b>8. To use paint to add colour to beach scene</b></p> <ul style="list-style-type: none"> <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> <p><b>9. To use paint to add colour to beach scene</b></p> <ul style="list-style-type: none"> <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> |  | <ul style="list-style-type: none"> <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> <p><b>7. To look at the patterns that can be seen in different animal skins</b></p> <ul style="list-style-type: none"> <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> |
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### #BTK and Links with other subjects

|                           |  |    |           |                   |           |
|---------------------------|--|----|-----------|-------------------|-----------|
| RE Forest School Literacy | RE Water in Baptism History The Titanic Geography The Oceans | RE | Geography | Geography History | Geography |
|---------------------------|--|----|-----------|-------------------|-----------|

### Key Vocabulary

|  |                   |   |   |  |   |
|--|-------------------|---|---|--|---|
| <i>Horizon</i><br><i>Primary and secondary Colours</i><br><i>Shades</i><br><i>Tones</i><br><i>Properties</i><br><i>Layers</i><br><i>Single/grouped objects</i><br><i>Line/shape and pattern</i><br><i>First hand observation</i><br><i>scale</i> | <i>Manipulate</i> | <i>Primary and secondary Colours</i><br><i>Shades</i><br><i>Tones</i><br><i>Scale</i><br><i>collage</i> | <i>Observation</i><br><i>Imagination</i><br><i>Experience</i> | <i>Portrait</i><br><i>secondary colours, shades and tones.</i><br><i>Layer</i><br><i>Media</i><br><i>crayons, pastels, felt tips, charcoal and ballpoint</i> | <i>Tingatinga</i><br><i>Complexity</i><br><i>Repetition</i> |
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