

Art

Learning objectives and skills

Advent		Lent		Pentecost	
Portraying Relationships – Painting	Egyptian Art-3D Form (sculpture)	Bauhaus	Indian Art	Mapping and Journeys	Matisse – The Swimmers
1. To investigate Family Portraits	1. To Explore canopic jars in	1. To investigate Bauhaus Art	1. To investigate Indian Art both	1. To investigate journeys through	1. To explore drawing through the work
Explore the roles and	Egyptian Art	and Design	traditional and non-traditional	Paintings	of Matisse
purposes of artists,	Explore the roles and	 Select and record from first 	 Select and record from first 	Select and record from first	 Select and record from first hand
	• Explore the foles and purposes of artists,	 Select and record from first hand observation, 	 Select and record from first hand observation, experience 	 Select and record from first hand observation, experience 	• Select and record from first hand observation, experience and
craftspeople and designers					
working in different times and	craftspeople and designers	experience and imagination,	and imagination, and explore	and imagination, and explore	imagination, and explore ideas for
cultures.	working in different times and	and explore ideas for	ideas for different purposes.	ideas for different purposes.	different purposes.
Question and make thoughtful	cultures.	different purposes.	Question and make thoughtful	Question and make thoughtful	Question and make thoughtful
observations about starting	Question and make	Question and make	observations about starting	observations about starting	observations about starting points
points and select ideas to use	thoughtful observations	thoughtful observations	points and select ideas to use in	points and select ideas to use in	and select ideas to use in their work.
in their work.	about starting points and	about starting points and	their work.	their work.	 Explore the roles and purposes of
Question and make thoughtful	select ideas to use in their	select ideas to use in their	 Explore the roles and purposes 	 Explore the roles and purposes 	artists, craftspeople and designers
observations about starting	work.	work.	of artists, craftspeople and	of artists, craftspeople and	working in different times and
points and select ideas to use	Make informed choices in	 Explore the roles and 	designers working in different	designers working in different	cultures.
in their work.	drawing inc. paper and	purposes of artists,	times and cultures.	times and cultures.	 Compare ideas, methods and
• Compare ideas, methods and	media.	craftspeople and designers	 Make informed choices in 	 Make informed choices in 	approaches in their own and others'
approaches in their own and	Explore relationships	working in different times and	drawing inc. paper and media.	drawing inc. paper and media.	work and say what they think and
others' work and say what	between line and tone,	cultures.	 Collect images and information 	 Alter and refine drawings and 	feel about them.
they think and feel about them.	pattern and shape, line and	Compare ideas, methods	independently in a sketchbook.	describe changes using art	 Adapt their work according to their
	texture.	and approaches in their own		o o	
U		and others' work and say	Explore relationships between	vocabulary.	views and describe how they might
information independently in a	Alter and refine drawings and		line and tone, pattern and	Use research to inspire	develop it further.
sketchbook.	describe changes using art	what they think and feel	shape, line and texture.	drawings from memory and	Make informed choices in drawing
	vocabulary.	about them.		imagination.	inc. paper and media.
2. To explore poses, positioning		 Adapt their work according to 	2. To investigate colour in Indian Art		 Alter and refine drawings and
and arrangement and what that	2. To design a canopic jar	their views and describe how	 Explore the roles and purposes 	line and tone, pattern and	describe changes using art
tells us about the relationships	Select and record from first	they might develop it further.	of artists, craftspeople and	shape, line and texture.	vocabulary.
within a family.	hand observation,	 Make informed choices in 	designers working in different	 Investigate art, craft and design 	 Use research to inspire drawings
 Select and record from first 	experience and imagination,	drawing inc. paper and	times and cultures.	in the locality and in a variety of	from memory and imagination.
hand observation, experience	and explore ideas for	media.	 Select and record from first 	genres, styles and traditions.	Explore relationships between line
and imagination, and explore	different purposes.	Alter and refine drawings and	hand observation, experience		and tone, pattern and shape, line
ideas for different purposes.	Question and make	describe changes using art	and imagination, and explore	2. To explore maps (Aboriginal Art)	and texture.
Question and make thoughtful	thoughtful observations	vocabulary.	ideas for different purposes.	Work on their own and	 Investigate art, craft and design in
observations about starting	about starting points and	Explore relationships	 Collect images and information 	collaboratively with others, on	the locality and in a variety of genres
points and select ideas to use	select ideas to use in their	between line and tone,	independently in a sketchbook.	projects in 2 and 3 dimensions	
in their work.	work.	pattern and shape, line and		and on different scales.	styles and traditions.
			Make and match colours with		
Explore the roles and	Compare ideas, methods	texture.	increasing accuracy.	• Use ICT.	2. To Research Matisse
purposes of artists,	and approaches in their own	2 To create a Deviliance model	Use more specific colour	Question and make thoughtful	Select and record from first hand
craftspeople and designers	and others' work and say	2. To create a Bauhaus mood	language e.g. tint, tone, shade,	observations about starting	observation, experience and
working in different times and	what they think and feel	board.	hue.	points and select ideas to use in	imagination, and explore ideas for
cultures.	about them.	Explore the roles and	 Choose paints and implements 	their work.	different purposes.
Compare ideas, methods and	Adapt their work according	purposes of artists,	appropriately.	 Collect images and information 	 Question and make thoughtful
approaches in their own and	to their views and describe	craftspeople and designers	Plan and create different effects	independently in a sketchbook.	observations about starting points
others' work and say what	how they might develop it	working in different times and	and textures with paint		and select ideas to use in their work.
they think and feel about them.	further.	cultures.	according to what they need for	3. To make a map (drawing and	• Explore the roles and purposes of
 Work on their own and 	Make informed choices in	Use ICT.	the task.	painting)	artists, craftspeople and designers
collaboratively with others, on	drawing inc. paper and	 Match the tool to the 		 Select and record from first 	working in different times and
projects in 2 and 3 dimensions		material.	3. To create an Indian inspired	hand observation, experience	cultures.
and on different scales.	• Alter and refine drawings and	Combine skills more readily.	collage	and imagination, and explore	 Compare ideas, methods and
 Plan, design, make and adapt 	describe changes using art	Collect visual information	 Select and record from first 	ideas for different purposes.	
models (within their planning	vocabulary.	from a variety of sources,			approaches in their own and others'
of their role play.)		describing with vocabulary	hand observation, experience	Question and make thoughtful	work and say what they think and
or their fole play.			and imagination, and explore	observations about starting	feel about them.
2 To ovalore neutroite through	between line and tone,	based on the visual and	ideas for different purposes.	points and select ideas to use in	Adapt their work according to their
3. To explore portraits through	pattern and shape, line and	tactile elements.	 Choose collage or textiles as a 	their work.	views and describe how they might
role play	texture.		means of extending work	Explore the roles and purposes	develop it further.
Work on their own and	Plan, design, make and		already achieved.	of artists, craftspeople and	Work on their own and
collaboratively with others, on	adapt models.	3. To explore textile design in the	Collect visual information from a	designers working in different	collaboratively with others, on
conconcertory marteriore, on		Bauhaus and to create our	variety of sources, describing	times and cultures.	

projects in 3 dimensions and on different scales (within role play)

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- Work on their own and collaboratively with others, on projects in 3 dimensions and on different scales (through role play)
- 4. To investigate backgrounds in portraits
 - Question and make thoughtful observations about starting points and select ideas to use in their work.
 - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
 - Adapt their work according to • their views and describe how they might develop it further.
 - Compare ideas, methods and • approaches in their own and others' work and say what they think and feel about them.
 - Make informed choices in • drawing inc. paper and media.
 - Alter and refine drawings and describe changes using art vocabulary.
 - Explore relationships between line and tone, pattern and shape, line and texture.

5. Creating our portraits in paint

- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Adapt their work according to their views and describe how they might develop it further.
- Make and match colours with increasing accuracy.
- Choose paints and implements appropriately.
- Show increasing • independence and creativity with the painting process.

3. To explore papier mache as a material to cerate a 3D object

- 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.
- Make informed choices about the 3D technique chosen.
- Show an understanding of shape, space and form.
- Plan, design, make and adapt models.
- Talk about their work understanding that it has been sculpted, modelled or constructed.

4. To adapt and refine their 3D models (add heads to models)

- Adapt their work according to their views and describe how they might develop it further.
- Plan, design, make and adapt models.
- Talk about their work • understanding that it has been sculpted, modelled or constructed.

5. To explore paint in our 3D form (canopic jars)

- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- Adapt their work according to their views and describe how they might develop it further.
- Make and match colours with increasing accuracy.
- Choose paints and implements appropriately
- Plan and create different effects and textures with paint according to what they need for the task. Show increasing
- independence and creativity with the painting process. Talk about their work understanding that it has

own design using drawing and collage

- 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.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- 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.

4. To create a felt base for their design

- 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.
- Adapt their work according to • their views and describe how they might develop it further
- Match the tool to the material.
- Combine skills more readily. ٠
- Choose collage or textiles as a means of extending work already achieved.
- Refine and alter ideas and explain choices using an art vocabulary.

5. To refine their felt designs

- 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.

with vocabulary based on the visual and tactile

- Use research to inspire drawings from memory and imagination.
- Collect images and information • independently in a sketchbook. elements.
- Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT.

4. To explore Indian Architecture

- 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.
- Explore the roles and purposes • of artists, craftspeople and designers working in different times and cultures.
- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Make informed choices in drawing inc. paper and media.
- Alter and refine drawings and describe changes using art vocabulary.

5. To design an Indian print

- 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.
- 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.
- Research, create and refine a print using a variety of techniques.
- Resist printing including marbling, silkscreen and coldwater paste.

6. To make an Indian Print

- Adapt their work according to their views and describe how they might develop it further.
- Make informed choices in drawing inc. paper and media. Alter and refine drawings and
- describe changes using art vocabulary.
- Collect images and information independently in a sketchbook.
- Use research to inspire drawings from memory and imagination.
- Explore relationships between line and tone, pattern and shape, line and texture.

4. To develop further and refine our maps (painting)

- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Make and match colours with • increasing accuracy.
- Use more specific colour language e.g. tint, tone, shade, hue.
- Choose paints and implements • appropriately.
- Show increasing independence and creativity with the painting process.

5. To investigate how to create a map of our journey to school

- Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.
- 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.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- Choose collage or textiles as a means of extending work already achieved.
- Refine and alter ideas and • explain choices using an art vocabulary.
 - Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.

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projects in 2 and 3 dimensions and on different scales. Use ICT.

- 3. To understand the figure using abstraction and simplifying
 - 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.
 - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
 - 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.
 - Make informed choices in drawing inc. paper and media.
 - Alter and refine drawings and describe changes using art vocabulary.
 - Collect images and information independently in a sketchbook.
 - Explore relationships between line • and tone, pattern and shape, line and texture.

4. To create a collage for the Swimmers

- 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.
- 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.
- Combine skills more readily.
- Choose collage or textiles as a means of extending work already achieved.
- Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.
- 5. To develop further and refine our collages Select and record from first hand

observation, experience and

 6. Completing portraits using collage 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. 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. Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. 	 been sculpted, modelled or constructed 6. To explore detail in our canopic jars (3D) Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 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 Use a variety of materials. Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. 	 Adapt their work according to their views and describe how they might develop it further Match the tool to the material. Combine skills more readily. Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. To complete our felt designs and to consolidate what we have learned about the Bauhaus Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 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. 	 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. Adapt their work according to their views and describe how they might develop it further. Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want Resist printing including marbling, silkscreen and coldwater paste. 	 6. To work collaboratively as a class creating a group piece of work Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Combine skills more readily. Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. 	 imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work 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. Combine skills more readily. Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. 6. Work collaboratively creating a group collage 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 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. Combine skills more readily. Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.
		#BTK and Link	s with other subjects		
RE – Family ~BTK	History		Geography RE #BTK	Geography	Matisse
			Vocabulary		
Formal Informal Contemporary	Canopic Egyptian Hieroglyphics Delicate Sensitive Co	Bauhaus Design Craftspeople Contemporary Tone Shape Intricate	Shape Pattern Architecture Minarets Arches Jalees Screens	Renaissance Texture Pattern Asymmetrical Symmetrical Structure Aboriginal	Shape Geometric Organic Matisse Form The figure Scale

as a class			imagination, and explore ideas for
of work			different purposes.
4		•	Question and make thoughtful
hers, on		-	observations about starting points
nensions			and select ideas to use in their work
S.		•	Compare ideas, methods and
readily.			approaches in their own and others'
tiles as a			work and say what they think and
ork			feel about them.
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tion from a		•	Choose collage or textiles as a
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ients.		•	Refine and alter ideas and explain
			choices using an art vocabulary.
		•	Collect visual information from a
		•	variety of sources, describing with
			vocabulary based on the visual and
			tactile elements.
	6.	We	ork collaboratively creating a group
	0.		lage
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			Select and record from first hand
		•	Select and record from first hand
		•	observation, experience and
		•	observation, experience and imagination, and explore ideas for
		•	observation, experience and imagination, and explore ideas for different purposes.
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		•	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 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. Combine skills more readily. Choose collage or textiles as a means of extending work already achieved.
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		•	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 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. Combine skills more readily. Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with
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		•	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 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. Combine skills more readily. Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with
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	Felt tops Modern
Exploring and developing ideas (ONGOING)	 Select and record from first hand observation, experience and imagination, and explore ideas for Question and make thoughtful observations about starting points and select ideas to use in their Explore the roles and purposes of artists, craftspeople and designers working in different times ar
Evaluating and developing work (ONGOING)	 Compare ideas, methods and approaches in their own and others' work and say what they think a Adapt their work according to their views and describe how they might develop it further.
Drawing	 Make informed choices in drawing inc. paper and media. 2 Alter and refine drawings and describe changes using art vocabulary. 2 Collect images and information independently in a sketchbook. 2 Use research to inspire drawings from memory and imagination. 2 Explore relationships between line and tone, pattern and shape, line and texture.
Painting	 Make and match colours with increasing accuracy. 2 Use more specific colour language e.g. tint, tone, shade, hue. 2 Choose paints and implements appropriately. 2 Plan and create different effects and textures with paint according to what they need for the task Show increasing independence and creativity with the painting process.
Printing	 Research, create and refine a print using a variety of techniques. 2 Select broadly the kinds of material to print with in order to get the effect they want 2 Resist printing including marbling, silkscreen and coldwater paste.
Textiles/collage	 Match the tool to the material. 2 Combine skills more readily. 2 Choose collage or textiles as a means of extending work already achieved. 2 Refine and alter ideas and explain choices using an art vocabulary. 2 Collect visual information from a variety of sources, describing with vocabulary based on the visual Experiments with paste resist.
3 D form	 Make informed choices about the 3D technique chosen. 2 Show an understanding of shape, space and form. 2 Plan, design, make and adapt models. 2 Talk about their work understanding that it has been sculpted, modelled or constructed. 2 Use a variety of materials.
Breadth of study	 Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on diffe Use ICT. 2 Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.

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