

Holme Community School – Long Term Curriculum Planning

Subject	ART & DESIGN	Cycle	A
What themes/ golden threads weave through the curriculum?		<p>To develop the art techniques of drawing, painting, collage, sculpture, textiles and printing</p> <p>To be able to explore, investigate and evaluate their artwork using art sketch books (from Y1)</p> <p>To study the work of famous and local artists</p>	
Why were these themes chosen?		<p>To meet the requirements of the N.C. over both key stages to:</p> <ul style="list-style-type: none"> • develop, improve and become proficient in a range of art and design techniques using a range of materials • enable all pupils to become confident and proficient producing creative and imaginative art work • enable all pupils to develop an understanding of the art culture including famous artists • develop the vocabulary of art and design 	
What are the overall aims of this curriculum?		<p>To meet the requirements of the N.C. over both key stages to:</p> <ul style="list-style-type: none"> ➢ produce creative work, exploring their ideas and recording their experiences ➢ become proficient in drawing, painting, sculpture and other art, craft and design techniques ➢ evaluate and analyse creative works using the language of art, craft and design ➢ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms 	

Year Group		Autumn	Spring	Summer
EYFS	What are the building blocks for this	<p>Explore, investigate, evaluate:</p> <p>Explore and safely use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>		

<p>subject to ensure children are KS1 ready?</p>	<p>Use what they have learnt about media and materials in original ways, thinking about uses and purposes. Represent their own ideas, thoughts and feelings through design and technology and art.</p> <p>Drawing:</p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Use and begin to control a range of media.</p> <p>Draw on different surfaces and coloured paper.</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p> <p>Use drawings to tell a story.</p> <p>Investigate different lines.</p> <p>Encourage accurate drawings of people.</p> <p>Painting:</p> <p>Recognise and name the primary colours being used.</p> <p>Mix and match colours to different artefacts and objects.</p> <p>Explore colour and how colours can be changed.</p> <p>Explores what happens when they mix colours.</p> <p>Experiments to create different textures.</p> <p>Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Sculpture:</p> <p>Enjoy a range of malleable media such as plasticine, clay, papier Mache, Salt dough</p> <p>Impress and apply simple decoration</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials .</p> <p>Understand the basic safety and care of materials and tools.</p> <p>Textiles:</p> <p>Enjoy playing with and using a variety of textiles and fabric.</p> <p>Decorate a piece of fabric.</p> <p>Show experience in simple stitch work.</p> <p>Show experience in simple weaving: paper, twigs.</p> <p>Show experience in fabric collage: layering fabric.</p>
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Year 1/2	Topic Heading	Portraits		Seas	Fire!
	Link to themes/key concepts	Drawing Artist knowledge		Painting Artist Knowledge	Drawing Painting
	Key Knowledge	<p>Artist Key Knowledge:</p> <ul style="list-style-type: none"> • Frida Kahlo was a Mexican artist. • Freda was famous for drawing self-portraits due to her ill health. <p>Key subject knowledge:</p> <ul style="list-style-type: none"> • A self-portrait is a drawing or painting of the artist. • A composition is a piece of art work with lots of different parts. • The foreground is at the front of the picture. • The background is at the back of the picture. • A pencil/chalk pastel can be used to make a variety of marks. • A pencil/chalk pastel can be used to make dark and light tones. • A sketch book is used to try out techniques and record ideas. 	<p>Artist Key Knowledge:</p> The Hokusai, Renoir, Sorolla and Kensett are artists all born in the 1800's. They were Impressionist painters. Impressionist artists painted what they saw and how they felt.	<p>Subject Key Knowledge</p> The horizon line is where the sky meets the land. A silhouette is a dark shape or outline that is visible against a background. Adding white to a colour makes it lighter. Adding black to a colour makes it darker. Warm colours are red, orange and yellow.	
	Objectives to be covered	<p>Explore, investigate, evaluate: Begin to use ideas my teacher suggests Begin to answer simple questions about the starting points for their work Begin to record and explore ideas from teacher suggestion</p>	<p>Explore, investigate, evaluate: Develop using ideas my teacher suggests Develop being able to ask and answer simple questions about the starting points for their work</p>	<p>Explore, investigate, evaluate: Be able to use ideas my teacher suggests To confidently answer simple questions about the starting points for their work</p>	

	<p>Begin to develop their own simple ideas – try things out, change their minds</p> <p>Begin to explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities</p> <p>Begin to be able to say what they and others have done and say what they think and feel about it.</p> <p>Drawing (linked to science body parts):</p> <p>Begin to control a range of media to draw draw lines of different thicknesses</p> <p>Begin to observe and draw simple shapes from observations</p> <p>Begin to investigate tone by drawing light/dark through pencil pressure and shading</p> <p>Begin to explore using a range of patterns using pencil marks</p> <p>Begin to use materials to form a collage</p>	<p>Develop recording and exploring ideas from first hand observations and teacher suggestion.</p> <p>Develop their own simple ideas – try things out, change their minds.</p> <p>Develop the ability to explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p>Develop their ability to be able to say what they and others have done and say what they think and feel about it.</p> <p>Painting (linked to Seas):</p> <p>Begin to explore using a variety of brush sizes to see how it affects their composition.</p> <p>Begin to use a brush to produce marks appropriate to work. E.g. small brush for small marks, big brush for washes.</p> <p>Begin to explore using a brush to create rough and smooth images.</p> <p>Begin to explore lightening (shades) and darkening (tones) paint with the use of black or white.</p> <p>Begin to use textured paint by adding sand.</p> <p>Begin to understand the primary and secondary colours using a colour wheel.</p> <p>Begin to predict resulting colours from mixing primary colours and adding black and white.</p>	<p>To be able to record and explore ideas from teacher suggestion</p> <p>To develop their own simple ideas – try things out, change their minds</p> <p>Begin to explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities</p> <p>To be able to say what they and others have done and say what they think and feel about it.</p> <p>Drawing:</p> <p>Be able to control a range of media to draw</p> <p>Be able to draw lines of different thicknesses and tones using a pencil</p> <p>Be able to observe and draw shapes from observations</p> <p>Be able to draw a range of simple light/dark lines, light and dark patterns</p> <p>Be able to draw a simple composition from their own ideas or ideas suggested by the teacher</p> <p>Painting:</p> <p>Be able to choose the appropriate brush size to produce marks appropriate to work. E.g. small brush for small marks</p> <p>To be confident lightening (shades) and darkening (tones) paint with black or white.</p> <p>Develop creating textured paint by adding sand, sawdust, PVA</p> <p>Be confident using a colour wheel to help mix a range of secondary colours.</p> <p>Be able to independently mix secondary colours, shades and tones</p> <p>Art work linked to Great fire of London topic</p>
Key Subject Specific Vocabulary to be taught	Line: straight, curved, thick, thin, feint, scribble, shading, composition, foreground, background, freehand,	Colour: primary secondary, shade, tone, tint, texture, impressionist	Silhouette, horizon line, warm colours, cold colours
Core Activities	Draw self portraits	<p>Produce sea picture</p> <p>Study K. Hokusai and other famous 'sea' painting artists</p> <p>Exploring and experiencing using different sized brushes and paint textures</p> <p>Developing knowledge of primary and secondary colours, colour mixing and shades and tones</p>	<p>Produce fire art work using a variety of drawing media and painting styles</p> <p>Explore warm colour and mixing colours from the colour wheel.</p> <p>Explore using and mixing shade and tones (fire colours)</p>

	Assessment activities/key questions	<p>Final piece, end of unit artist and key vocabulary assessment and sketchbooks/development</p> <p>Self and Peer final piece assessment.</p> <p>Artist Key Knowledge questions: Who was Frida Kahlo? <i>a Mexican artist.</i> What was Freda famous for drawing? <i>self-portraits due to her ill health.</i></p> <p>Key vocabulary: What is a composition? <i>a piece of art work with lots of different parts.</i> What is the foreground? <i>front of the picture.</i> What is the background? <i>back of the picture.</i> What is a self-portrait? <i>A drawing or painting of the artist.</i></p>	<p>Final piece, end of unit artist and key vocabulary assessment and sketchbooks/development</p> <p>Self and Peer final piece assessment.</p> <p>Artist Key Knowledge questions: Who were Hokusai, Renoir, Sorolla and Kensett and when were they born? <i>artists all born in the 1800's.</i> What group of painters did they belong to? <i>Impressionist painters.</i> What did the Impressionist artists paint? <i>what they saw and how they felt.</i></p> <p>Key subject knowledge: Through the sketch book and final piece demonstrate: A paintbrush can be used to create different marks – smooth and rough (textureo). Texture is how something feels. It can feel rough or smooth. The secondary colours are: red and yellow = orange, yellow and blue = green, and red and blue = purple. The colour wheel are all the colours next to each other. Tones are the lightness or darkness of a colour. Tints are prime colours that have white added to them. Shades are prime colours that have had black added to them.</p>	<p>Final piece, end of unit artist and key vocabulary assessment and sketchbooks/development</p> <p>Self and Peer final piece assessment.</p> <p>Key subject knowledge: Through a quiz: Point to the horizon line on the picture Point to the silhouette on the picture Draw a warm colour What do you add to make a colour lighter? What do you add to make a colour darker?</p>
Year 3/4	Topic Heading	City Living	Egyptian Masks	Beautiful Flowers
	Link to themes/ key concepts	<p>Drawing</p> <p>Painting</p> <p>Collage</p> <p>Artistic knowledge</p>	<p>Painting</p> <p>Sculpture – clay work</p> <p>Artistic knowledge</p>	<p>Drawing</p> <p>Painting</p> <p>Artistic knowledge</p>
	Key Knowledge	<p>Artist Key Knowledge</p> <p>James Rizzi was an American Pop Artist. The Pop Art movement was during the 1950s and 1960s. James Rizzi was known for drawing cartoon style buildings. Stephen Wiltshire is a British artist born in 1974 and is still alive today. Stephen Wiltshire is famous for drawing accurate, lifelike impressions of cities from memory. Stephen Wiltshire is autistic.</p>	<p>Key subject Knowledge</p> <p>Egyptian death masks were originally made from wood. Royal death masks were made from precious metals such as gold and bronze. Later, death masks were made from papyrus or linen. Papyrus is similar to thick paper. Tutankhamun was an Egyptian pharaoh (king) in 1332BC</p>	<p>Artist Key Knowledge</p> <p>Georgia O'Keefe was an American artist. She was best known for her flower paintings. Her flower paintings were enlarged (magnified) and often showed only part of the flower.</p> <p>Subject Key Knowledge</p>

	<p>His art motto is 'do the best you can and never stop'.</p> <p>Art Key subject knowledge</p> <p>A 3D composition is any piece of art work that is not 2D; it is not 'flat'.</p> <p>Freehand is the ability to draw freely without the use of any other tools.</p> <p>Pencil and pens can be used to create a huge variety of marks to create shading and texture.</p> <p>Texture is what a surface looks or feels like.</p> <p>Tertiary colours are a mix of one prime colour and a secondary colour.</p> <p>Bright colours are strong and noticeable; they are not dark.</p>	<p>Papier mâché is a mixture of layers of paper and glue that becomes hard when dried.</p> <p>Casting is making a mould then placing a liquid (like papier mâché) into the mould and letting it dry. This is then peeled off to make a 'cast'.</p> <p>Embellishments are decorative features that make things look more attractive.</p> <p>Embossment is a raised image above the surface to add more detail and make the artwork more attractive.</p>	<p>Observation drawing is drawing exactly what you can see.</p> <p>Abstract does not accurately record the subject; it is changed in some way.</p> <p>Natural colours are colours that are found in nature.</p> <p>Scale is the size of a piece of work.</p> <p>Cropping is removing the outer edges of the image</p>
<p>Objectives to be covered</p> <p>Explore, investigate, evaluate:</p> <p>Begin to select and record ideas for different purposes. Begin to question and make thoughtful observations about starting points.</p> <p>Begin to select ideas to use in their work using teacher support.</p> <p>Begin to explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</p> <p>Begin to collect and experiment with a range of techniques to support my investigation</p> <p>Begin to compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</p> <p>Begin to adapt their work according to their views and describe how they might develop it further with teacher support.</p> <p>Begin to annotate work simply in sketchbook with teacher support.</p> <p>Drawing:</p> <p>Begin to develop techniques to create more intricate patterns using different grades of pencil and other implements/media to create lines, marks, and develop tone</p> <p>Begin to show an awareness of objects having a third dimension and perspective (Y3)</p> <p>Begin to develop further drawings featuring the third dimension and perspective (Y4).</p> <p>Continue developing using a range of different pencil grades and techniques to develop tone and texture.</p> <p>Begin to draw recognizable images from first hand observations</p> <p>Painting:</p> <p>Begin to demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes.</p> <p>Begin to develop a painting from a drawing.</p>	<p>Explore, investigate, evaluate:</p> <p>Develop ability to select and record ideas for different purposes.</p> <p>Develop questions and observations about starting points.</p> <p>Develop to select ideas to use in their work with some teacher direction.</p> <p>Develop collecting and experimenting with a range of techniques to support my investigation</p> <p>Develop exploring the roles and purposes of artists, craftspeople and designers working in different times and cultures</p> <p>Develop being able to compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</p> <p>Develop ability to adapt their work according to their views and describe how they might develop it further with little teacher support.</p> <p>Develop annotating work simply in sketchbook without teacher support.</p> <p>Sculpture (linked to Egypt):</p> <p>Use papier mâché to create a simple 3D object papier mâché Egyptian masks. Use knowledge of embossing and embellishing to decorate the mask.</p>	<p>Explore, investigate, evaluate:</p> <p>Independently select and record and explore ideas for different purposes.</p> <p>Confidently question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Independently explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</p> <p>Be able to collect and experiment with a range of techniques to support my investigation</p> <p>Confidently compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</p> <p>Independently adapt their work according to their views and describe how they might develop it further.</p> <p>Independently annotate their work</p> <p>Drawing linked to plants):</p> <p>Be able to use techniques to create more intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone.</p> <p>Confidently use a wide range of drawing implements including pencil, charcoal</p> <p>To confidently draw recognizable images from first hand observations.</p> <p>Painting:</p> <p>Be able to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes.</p> <p>Be confident developing a painting from a drawing.</p> <p>Be confidently mixing colour, shades and tones (with and without using black and white) with increasing confidence.</p> <p>To begin to understand what warm and cold colours are and analogous colours.</p>	

	<p>Mix colour, shades and tones (with and without using black and white) with increasing confidence.</p> <p>Experiment with and understand the effect of resist in a painting (Rizzi)</p> <p>Begin working both in style and colour choice of a selected artist.</p> <p>Collage: Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works Understand how to create a 3D effect from using layering (Rizzi)</p>		Be able to work both in style and colour choice of a selected artist creating their own composition.
Key Subject Specific Vocabulary to be taught	<p>Drawing: freehand, contour line, bold line, cross hatching, stippling, scrumbling, 3D, texture, horizon line, perspective</p> <p>Painting: block colour, secondary colours, tertiary colours.</p> <p>Collage: layering</p>	<p>Sculpture: papier mâché, casting, embellishments, embossing,</p>	<p>Painting: abstract, composition, magnified/enlarged, natural colours, scale, cropping</p>
Core Activities	<p>Study art work of Rizzi and Wiltshire</p> <p>Field study taking photos sketches of buildings</p> <p>Producing city image in style of Rizzi and Wiltshire</p>	<p>Study Egyptian death masks</p> <p>Construct and produce Egyptian death mask from papier mache using embellishment and embossment.</p>	<p>Produce Flower art work using O'Keefe's style as inspiration</p>
Assessment activities/key questions	<p>Final piece, end of unit artist and key vocabulary assessment and sketchbooks/development</p> <p>Self and Peer final piece assessment.</p> <p>Key artist Knowledge Questions: Who was James Rizzi? an American Pop Artist. When was the Pop Art movement? 1950s and 1960s. What was James Rizzi known for? drawing cartoon style buildings and 3D building compositions using bright and bold colours. Who is Stephen Wiltshire? a British artist When was he born? 1974 and is still alive today. What is Stephen Wiltshire famous for? drawing accurate, lifelike impressions of cities from memory. What is special about Stephen Wiltshire? autistic. What is his motto? 'do the best you can and never stop'.</p> <p>Art Vocabulary What is a 3D composition? any piece of art work that is not 2D; it is not 'flat'. What is Freehand? the ability to draw freely without the use of any other tools. What is Texture? what a surface looks or feels like.</p>	<p>Final piece, end of unit artist and key vocabulary assessment and sketchbooks/development</p> <p>Self and Peer final piece assessment.</p> <p>Key subject Knowledge questions: What were Egyptian death masks were originally made from? wood What were Royal death masks made from? precious metals such as gold and bronze. What were the later death masks made from? papyrus or linen. What is papyrus like today? similar to thick paper. Tutankhamun was an Egyptian pharaoh (king) in 1332BC Papier mache is a mixture of layers of paper and glue that becomes hard when dried.</p>	<p>Final piece, end of unit artist and key vocabulary assessment and sketchbooks/development</p> <p>Self and Peer final piece assessment</p> <p>Artist Key Knowledge Who was Georgia O'Keefe? an American artist What was she best known for? her flower paintings What was special about her flower compositions? Her flower paintings were enlarged (magnified) and often showed only part of the flower.</p> <p>Subject Key Knowledge What is an observation drawing? drawing exactly what you can see. What is an abstract piece of work? It does not accurately record the subject; it is changed in some way. What are natural colours? colours that are found in nature. What is scale? the size of a piece of work. What is cropping? removing the outer edges of the image</p>

		<p>What are Tertiary colours? a mix of one prime colour and a secondary colour.</p> <p>What are Bright colours? strong and noticeable; they are not dark.</p>	<p>Casting is making a mould then placing a liquid (like papier mache) into the mould and letting it dry. This is then peeled off to make a 'cast'.</p> <p>Embellishments are decorative features that make things look more attractive.</p> <p>Embossment is a raised image above the surface to add more detail and make the artwork more attractive.</p>	
Year 5/6	Topic Heading	Mayan Art/Claywork	Cubism	Dreamcatcher
	Link to themes/ key concepts	<p>Drawing</p> <p>Sculpture - Clay work</p> <p>Artist Knowledge</p>	<p>Drawing</p> <p>Painting</p> <p>Artist knowledge</p>	<p>Drawing</p> <p>Painting</p> <p>Sculpture</p> <p>Artist knowledge</p>
	Key Knowledge	<p>Artist Key Knowledge:</p> <p>Mayan artwork was mainly sculpture, frescoes, clay work (ceramics), and jewellery making.</p> <p>Mayan art depicted their way of life and the Mayan kings.</p> <p>The Mayan artists included 'glyphs' in their art work.</p> <p>The Mayan artists only used certain colours which all had a special meaning:</p> <p>Black represents bad things and death.</p> <p>Blue represents the sky and water.</p> <p>Yellow represents the colour of corn and family life.</p> <p>White represents goodness and bones.</p> <p>Red represents strength and sunlight.</p> <p>Green: Represents the world</p> <p>Subject Key Knowledge:</p> <p>A fresco is a painting on a wall</p> <p>A sculpture is a piece of art that is 3D; it is not flat and can stand on its own.</p> <p>Glyphs are Mayan symbols to represent words or sounds.</p> <p>Coil pots are made from coils of clay.</p> <p>Monochrome is one colour.</p> <p>Polychrome is more than one colour.</p>	<p>Artist Key Knowledge:</p> <p>Pablo Picasso was born in 1881 and was a Spanish painter.</p> <p>Georges Braque was born in 1881 and was a French painter.</p> <p>Pablo Picasso and Georges Braque started the Cubist movement.</p> <p>Cubism is a style of art which shows different viewpoints of a person or an object all at once.</p> <p>It is called Cubism because the items represented look like they are made out of cubes or other geometric shapes.</p> <p>Art key knowledge</p> <p>The colour wheel theory; how and why the colours are arranged in the colour wheel, the different hues, warm and cold colours, complimentary and analogous colours</p>	<p>Artist Key Knowledge</p> <p>Salvador Dali was born 19th May 1904 and died 1989.</p> <p>He was a Spanish painter.</p> <p>Dali belonged to the Surrealist art movement.</p> <p>Lenora Cunningham</p> <p>She was born in England but lived most of her life in Mexico.</p> <p>Carrington was a Surrealist artist</p> <p>The Surrealist art movement lasted from 1924 – 1966.</p> <p>Surrealist art is art based on fantasies and dreams.</p> <p>Art Key Knowledge</p> <p>A dream catcher is a sculpture that is made to keep you safe from your dreams.</p> <p>They originated from the Ojibwe tribe in Canada.</p> <p>They created the dream catcher based on the spider's web design and items from the dreams or to keep the child safe were added to the sculpture.</p> <p>A sculpture is a 3D design.</p> <p>Weaving is crossing two or more strands of threads.</p>
	Objectives to be covered	<p>Collage: Clay work- Link to Mayan Art</p> <p>Model and develop work through a combination of pinch, slab, and coil.</p>	<p>Explore, investigate, evaluate:</p> <p>Develop ability to choose relevant visual and other information for my research and develop my own ideas and designs.</p> <p>Develop being able to select a range of techniques to explore to support my research and design.</p>	<p>Explore, investigate, evaluate:</p> <p>Begin to choose relevant visual and other information for my research and develop my own ideas and designs.</p> <p>Begin to select a range of techniques to explore to support my research and design.</p>

	<p>Demonstrate experience in the understanding of different ways of finishing work: using polychrome (decorated in colour).</p> <p>Confidently carve a simple form.</p> <p>Designing for a purpose:</p> <p>Comparing 3D object to 2D design.</p> <p>Accurately cutting and joining.</p> <p>Understand constructions methods for 3D shapes</p> <p>Knowing how to create a hidden seam</p> <p>Change and modify threads and fabrics.</p> <p>Use language appropriate to skill and technique</p>	<p>Develop evaluating the roles and purposes of artists, craftspeople and designers working in different times and cultures in relation to their work.</p> <p>Develop ability to analyse, comment and explain ideas, techniques and methods used to create their own work.</p> <p>Develop ability to adapt their work according to their views and describe how they might develop it further.</p> <p>Drawing: Use different techniques for different purposes; cubism, drawing lines/form from different angles Start to develop their own style.</p> <p>Develop an awareness of composition, scale and proportion.</p> <p>Painting/colour work: Study the colour wheel theory show understanding of warm and cold colours, analogous colours and complimentary colours</p> <p>Artist to be studied: Pablo Picasso</p>	<p>Begin to evaluate the roles and purposes of artists, craftspeople and designers working in different times and cultures in relation to their work.</p> <p>Begin to analyse, comment and explain ideas, techniques and methods used to create their own work.</p> <p>Begin to adapt their work according to their views and describe how they might develop it further.</p> <p>Drawing: Observation drawing techniques – observing spider webs, looking at patterns using chalk, pencil</p> <p>Painting: Developing knowledge of composition, design, colour and brush control to create own dream composition.</p> <p>Sculpture: Be able to use a range of materials (wire, fabric, textiles and range of materials) to create dreamcatcher</p>
<p>Key Subject Specific Vocabulary to be taught</p>	<p>Clay work: knead, pinch, slab, coil, score, slip, air dried</p> <p>Fresco, sculpture, glyphs, monochrome, polychrome</p>	<p>Drawing: cubism, freehand, experimental, form.</p> <p>Colour: the colour wheel, hues, analogous colours, complimentary colours, warm colours, cold colours, monochromatic</p>	<p>Surrealism, weaving, thread, fabric</p>
<p>Core Activities</p>	<p>Study of Mayan sculptures</p> <p>Experimenting and producing Mayan piece of sculpture using carving and pattern</p>	<p>Experience drawing real life objects in cubist style</p> <p>Create cubist style composition</p>	<p>Study Surrealist artists – Salvador Dali, Lenora Carrington</p> <p>Produce a dreamcatcher sculpture</p> <p>Produce a ‘Dream’ painting</p>
<p>Assessment Activities/key questions</p>	<p>Final piece, end of unit artist and key vocabulary assessment and sketchbooks/development</p> <p>Self and Peer final piece assessment.</p> <p>Artist Key Knowledge: What are the different types of Mayan artwork? sculpture, frescoes, clay work (ceramics) and jewellery making. What does Mayan art depicted/show? Their way of life and the Mayan kings. What colours did the Mayan artists use? What were the meanings of the colours? Black represents bad things and death. Blue represents the sky and water. Yellow represents the colour of corn and family life. White represents goodness and bones. Red represents strength and sunlight.</p>	<p>Final piece, end of unit artist and key vocabulary assessment and sketchbooks/development</p> <p>Self and Peer final piece assessment.</p> <p>Artist Key Knowledge: Who was Pablo Picasso and when was he born? Spanish painter, 1881 - 1973 Who was Georges Braque and when was he born? French painter, 1882 - 1962 Which art movement did Pablo Picasso and Georges Braque start? the Cubist movement. What is Cubism? a style of art which shows different viewpoints of a person or an object all at once. Why is it called Cubism? Sometimes the objects represented look like they are made out of cubes or other geometric shapes.</p>	<p>Final piece, end of unit artist and key vocabulary assessment and sketchbooks/development</p> <p>Self and Peer final piece assessment.</p> <p>Artist Key Knowledge: Who was Salvador Dali He was a Spanish painter When was he born? He was born 19th May 1909 and died 1989. Where was Lenora Carrington born? She was born in England but lived most of her life in Mexico. Which art movement did Dali and Carrington both belong to? Surrealist art movement When was the Surrealist art movement? from 1924 – 1966. What is Surrealist art based on? fantasies and dreams</p>

	<p>Green: Represents the world</p> <p>Subject Key Knowledge</p> <p>What is a fresco? <i>a painting on a wall</i></p> <p>What is a sculpture? <i>a piece of art that is 3D; it is not flat and can stand on its own.</i></p> <p>What are Glyphs? <i>Mayan symbols to represent words or sounds.</i></p> <p>How are coil pots made? <i>Coil pots are made from coils of clay.</i></p> <p>What does Monochrome mean? <i>one colour.</i></p> <p>What does Polychrome mean? <i>more than one colour.</i></p>	<p>Art key knowledge</p> <p>Draw a colour wheel and explain the following:</p> <p>How are the colours arranged on the colour wheel?</p> <p>Primary – secondary – tertiary.</p> <p>The different colours or shades are called ‘hues’</p> <p>Warm colours are red, orange, yellow, brown, colours with predominantly red/yellow (in the red/yellow family)</p> <p>Cool colours are blue, green, purple – predominantly blue – in the blue family.</p> <p>Analogous colours are groups of three colours that are next to each other on the colour wheel.</p> <p>Complimentary colours are colours opposite each other on the colour wheel – red-green, blue-orange, purple-yellow</p>	
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