

## Holme Community School – Long Term Curriculum Planning

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

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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EYFS	<p>What are the building blocks for this subject to ensure children are KS1 ready?</p> <p><b>Investigate, explore, evaluate:</b>  Explore and safely use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function  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><b>Drawing:</b> Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.  Use and begin to control a range of media.  Draw on different surfaces and coloured paper.  Produce lines of different thickness and tone using a pencil  Start to produce different patterns and textures from observations, imagination and illustrations.  Use drawings to tell a story.  Investigate different lines.  Encourage accurate drawings of people.</p> <p><b>Painting:</b>  Recognise and name the primary colours being used.  Mix and match colours to different artefacts and objects.  Explore colour and how colours can be changed.  Explores what happens when they mix colours.  Experiments to create different textures.  Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper  Understands that different media can be combined to create new effects</p> <p><b>Sculpture:</b>  Enjoy a range of malleable media such as plasticine, clay, papier Mache, Salt dough  Impress and apply simple decoration  Cut shapes using scissors and other modelling tools.  Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials .  Understand the basic safety and care of materials and tools.</p> <p><b>Textiles:</b>  Enjoy playing with and using a variety of textiles and fabric.  Decorate a piece of fabric.  Show experience in simple stitch work.  Show experience in simple weaving: paper, twigs.  Show experience in fabric collage: layering fabric.  Use appropriate language to describe colours, media, equipment and textures.</p> <p><b>Printing:</b>  Enjoy taking rubbings: leaf, brick, coin.  Develop simple patterns by using objects.  Create simple pictures by printing from objects.  Enjoy using stencils to create a picture.</p> <p><b>(ELG)</b>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>			
Year 1/2	Topic Heading	Seasons	Lets Sculpt!	Tiger in the jungle

	Link to themes/key concepts	Drawing Painting Printing	Drawing Sculpture	Drawing Painting Collage
Key Knowledge	<p><b>Key Artist Knowledge:</b> Claude Monet was born in 1840. He was a French artist. Claude Monet was an Impressionist artist. Impressionist art is a painting that does not look exactly the same but what the artist thinks it should look like. Impressionist artists used a style of painting called pointillism – making small dabbs with the paintbrush</p> <p><b>Key art knowledge:</b> Drawing a sketch will help to produce an end piece of work. Brushes can make different marks – dabs, strokes, lines. I know when the primary colour are mixed, they make secondary colours. Red and yellow makes orange Red and blue makes purple Blue and yellow makes green Shades are colours made darker by adding black Tints are colours made lighter by adding white</p>	<p><b>Key Artist Knowledge:</b> <b>Michelle Reader</b> Michelle Reader was born 1975 She lives and works in London. She makes recycled sculptures of animals and people. She uses waste material to make her sculptures.</p> <p><b>Brendan Jamison</b> Brendan Jamison was born in 1979. He was born in Ireland. He uses sugar cubes to make his sculptures.</p> <p><b>Eva Rothschild</b> Eva Rothschild was born 1971 She is an Irish artist who now lives in London. She explores line, shape and space in her sculptures.</p> <p><b>Key Art Knowledge:</b> A sculpture is a 3D/ solid piece of art work. It can be man made or natural.</p>	<p><b>Key Artist Knowledge:</b> Henri Rousseau was a French painter. He was born in 1844 and died in 1910. He belonged to a group of painters called Impressionist painters. One of his famous paintings is Tiger in a tropical storm – Surprised!</p> <p><b>Key Art Knowledge:</b> Impressionist painters did not paint a realistic copy of what they saw, but they drew/painted what they were feeling and how they thought it would look. They were not very accurate. A collage is where different materials are used to make a picture/composition. Perspective is when a real object (such as a tiger) is drawn or painted onto a flat surface and made to look real.</p>	
Objectives to be covered	<p><b>Investigate, explore, evaluate:</b> 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 Begin to develop their own simple ideas – try things out, change their minds Begin to explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities Begin to be able to say what they and others have done and say what they think and feel about it.</p> <p><b>Drawing:</b> Begin to control a range of media to draw draw lines of different thicknesses Begin to observe and draw simple shapes from observations Begin to investigate tone by drawing light/dark through pencil pressure and shading</p>	<p><b>Explore, Investigate, Evaluate:</b> Begin to use, explore and record ideas the teacher suggests. Begin to answer simple questions about the starting points for their work. Develop own simple ideas with teacher support. Begin to explore the work of artists from different times and cultures for similarities and differences. begin to explain what they have done and what they like about their composition.</p> <p><b>Sculpture:</b> To understand what sculptures are and what they can be made from. To be able to make their own simple sculptures from an image they have designed.</p>	<p><b>Investigate, explore, evaluate:</b> Be able to use ideas my teacher suggests To confidently answer simple questions about the starting points for their work To be able to record and explore ideas from teacher suggestion To develop their own simple ideas – try things out, change their minds Begin to explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities To be able to say what they and others have done and say what they think and feel about it.</p> <p><b>Drawing:</b> Be able to control a range of media to draw Be able to draw lines of different thicknesses and tones using a pencil Be able to observe and draw shapes from observations Be able to draw a range of simple light/dark lines, light and dark patterns</p>	

	<p>Begin to explore using a range of patterns using pencil marks Begin to control a range of media to draw Begin using sketches are important for developing an end piece of art work.</p> <p><b>Painting (link to weather the seasons):</b> Begin to explore using a variety of brush sizes to see how it affects their composition. Begin to use a brush to produce marks appropriate to work. E.g. small brush for small marks, big brush for washes. Begin to explore lightening (shades) and darkening (tones) paint with the use of black or white copying Monet. Begin to use textured paint by adding sand. Begin to understand the primary and secondary colours using a colour wheel. Begin to predict resulting colours from mixing primary colours and adding black and white. Experiment with different brush strokes to recreate Monet's style.</p> <p>Design a series of four paintings to depict the four seasons based on Monet's Four seasons tree painting</p> <p><b>Artist to be studied: Claude Monet</b> <b>Link:</b> <a href="https://monet-art-projects-for-primary-schools.pdf">monet-art-projects-for-primary-schools.pdf</a></p>	<p>To be able to use a range of material to make different sculptures. To be able to construct and join materials. To be able to use tools safely.</p>	<p>Be able to draw a simple composition from their own ideas or ideas suggested by the teacher Be able to use sketches to develop a piece of art work</p> <p><b>Painting:</b> Be able to choose the appropriate brush size to produce marks appropriate to work. E.g. small brush for small marks To be confident lightening (shades) and darkening (tones) paint with black or white. Develop creating textured paint by adding sand, sawdust, PVA Be confident using a colour wheel to help the mix a range of secondary colours. Be able to independently mix secondary colours, shades and tones</p> <p><b>Collage (link to Africa):</b> Investigate Rousseau's Tiger in a tropical storm; explore the use of layering, overlapping of shapes. Explore different materials to recreate 'jungle' theme. Explore different textures or materials Design and create 3D recreating of Tiger in a storm within the classroom – use of space, perspective</p> <p><b>Artist to be studied: Henri Rousseau</b></p>
<b>Key Subject Specific Vocabulary to be taught</b>	Composition, primary colours, secondary colours, warm colours, cold colours	Sculpture, man-made, natural, materials, construct, rough, smooth, hard, dull, shiny, portray, solid	Collage, perspective, foreground, background, wash, layering, Tiger in a Tropical Strom, Surprised
<b>Core Activities</b>	Virtual visit to National Gallery of Victoria (NGV) Sketch and create a painting of the four seasons based on Monet's Four season works	Watch Eva Rothschild video, virtual visit to Tate Gallery	Virtual visit to the National Gallery Visit to garden centre/tropical hot house (Williamson park) to study plants Create classroom jungle/3D painting/collage <a href="https://www.nationalgallery.org.uk/paintings/henri-rousseau-surprised#VideoPlayer95674">https://www.nationalgallery.org.uk/paintings/henri-rousseau-surprised#VideoPlayer95674</a>
<b>Assessment activities/key questions</b>	Final piece, end of unit artist and key vocabulary assessment and sketchbooks/development  <b>Self and Peer final piece assessment</b>  <u><b>Key Artist Knowledge Questions:</b></u>	Final piece, end of unit artist and key vocabulary assessment and sketchbooks/development  <b>Self and Peer final piece assessment</b>  <u><b>Key Artist Knowledge Questions:</b></u>	Final piece, end of unit artist and key vocabulary assessment and sketchbooks/development  <b>Self and Peer final piece assessment</b>  <u><b>Key Artist Knowledge Questions:</b></u>

	<p>When was <b>Claude Monet</b> born? 1840.      Who was he? A French artist, an Impressionist artist. What is Impressionist art? a painting that does not look exactly the same but what the artist thinks it should look like.      Impressionist artists used a style of painting called what is pointillism? making small dabbs with the paintbrush</p> <p><b>Key art knowledge:</b>      How do you make orange, green and purple?      How do you make colours lighter? Add white      How do you make colours darker? Add black      What do we call colours that are made darker? Shades      What do we call colours that have been made lighter? Tints</p>	<p><b>Michelle Reader</b>      When was Michelle Reader born? 1975      Where does she live and work? London.      What does she make? recycled sculptures of animals and people.      What does she use to make her sculptures? waste material</p> <p><b>Brendan Jamison</b>      When was Brendan Jamison born? 1979.      Where was he born? Ireland.      What does he use to make his sculptures? Sugar cubes</p> <p><b>Eva Rothschild</b>      When was Eva Rothschild born? 1971      Where was she born? Ireland, now lives in London.      What is special about her sculptures? She explores line, shape and space.</p> <p><b>Key Art Knowledge:</b>      What is a sculpture? a 3D/ solid piece of art work.      What is it made from? It can be man made or natural materials</p>	<p>Who was Henri Rousseau? French painter.      When was he born? 1844 and died in 1910.      Which group of painters did he belong to? Impressionist painters.      Name one of his famous paintings. Tiger in a tropical storm – Surprised!</p> <p><b>Key Art Knowledge Questions:</b>      What style of painting did the Impressionist painters use? did not paint a realistic copy of what they saw, but they drew/painted what they were feeling and how they thought it would look. They were not very accurate.      What is a collage? different materials are used to make a picture/composition.      What is perspective? is when a real object (such as a tiger) is drawn or painted onto a flat surface and made to look real.</p>	
Year 3/4	<p><b>Topic Heading</b></p> <p><b>Link to themes/ key concepts</b></p> <p><b>Key Knowledge</b></p>	<p><b>Vincent Van Gogh</b></p> <p>Drawing      painting      Textiles</p> <p><b>Artist Key Knowledge:</b>      Vincent Van Gogh was born in the Netherlands.      He was born in 1853.      He travelled a lot. He was a self-taught painter.      He was inspired by other artists in Paris      Vincent Van Gogh was not famous in his lifetime – he only sold one painting.      Mental illness afflicted Van Gogh.      He belonged to a group of painters from the Post Impressionism period. Post Impressionism was French art movement from 1860 – 1905</p>	<p><b>Roman pottery</b></p> <p>Drawing      Painting      Sculpture</p> <p><b>Art Key Knowledge:</b>      Roman art work includes sculptures, paintings, pottery, mosaics and jewellery.      There were two types of Roman pots:      Coarse ware – used every day for eating and drinking; very plain pots      Fine ware – used for special occasions, very decorative.      Roman pots were made from coils.      Roman pots were not usually painted – they decorated them with relief sculpture then glazed the pots.</p>	<p><b>Let's get printing!</b></p> <p>Drawing      Painting/colour      Printing</p> <p><b>Artist Key Knowledge:</b>      Katsushika Hokusai (1760 – 1849) used wood block printing for his art work.      William Morris (1834 – 1896) was famous for his wallpaper designs using wood blocks.      Glen Alps (1914 – 1996) invented collagraph printing.</p> <p><b>Art Key Knowledge:</b>      Printing is a technique used to transfer an image from one surface to another.</p>

	<p><b>Art Key Knowledge:</b></p> <p>Analogous colours are colours next to each other on the colour wheel</p> <p>Complimentary colours are colours that are opposite each other on the colour wheel.</p> <p>Tie dying is a technique used to create patterns in material by tying sections that are protected from the dye.</p>	<p>Relief sculpture is a 3D effect on a flat surface. It can be sunken (pressed in) or low/high relief (raised above the surface).</p>	<p>Mono printing is making a print from using mark making.</p> <p>Relief printing (block or lino printing) – where a design is above the surface and paint applied on top.</p> <p>Intaglio printing is the opposite of relief printing – the design is pressed into the surface so the ink/paint goes into the grooves.</p> <p>Collagraph printing is where different materials are glued onto a surface (collage) then covered in paint.</p>
<p><b>Objectives to be covered</b></p> <p><b>Investigate, explore, evaluate:</b></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><b>Drawing (Van Gogh):</b></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 using Van Gogh's style and technique</p> <p>Begin to draw for a sustained period of time at an appropriate level.</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><b>Painting (Van Gogh):</b></p> <p>Begin to control types of marks made and experiment with different effects and textures including brush techniques (in the style of Van Gogh).</p>	<p><b>Investigate, explore, evaluate:</b></p> <p>Develop ability to select and record ideas for different purposes.</p> <p>Develop questions and observations about starting points.</p> <p>Develop ability 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><b>Drawing:</b></p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective (link to Roman busts)</p> <p><b>Sculpture (link to Roman pottery):</b></p> <p>Work in a safe, organized way, caring for equipment.</p> <p>Secure work to continue at a later date.</p> <p>Create coil pots from clay.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas (Roman pottery).</p>	<p><b>Investigate, explore, evaluate:</b></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><b>Drawing:</b></p> <p>Develop techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Continue developing using a range of different pencil grades and techniques to develop tone and texture.</p> <p><b>Painting:</b></p> <p>Confidently control types of marks made and experiment with different effects and textures including brush techniques (in the style of Van Gogh).</p> <p>Use light and dark within painting and show understanding of warm and cold colours, and analogous colours.</p> <p>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.</p> <p><b>Printing:</b></p>	

	<p>Use light and dark within painting and show understanding of warm and cold colours, and analogous colours.</p> <p>Begin working (both in style and colour choice) of a selected artist.</p> <p><b>Textiles:</b> Become confident in applying colour with printing; tie dye. To record textile explorations and experimentations as well as try out ideas. Use language appropriate to skill and technique.</p> <p><b>Artist to be studied: Vincent Van Gogh</b></p>	<p>Experiment with different finishes – air dried, kiln baked, painting surface, using varnish to create a 'glaze' effect.</p>	<p>Continue to explore both mono-printing and relief printing. Print simple pictures using different printing techniques using anglo saxon designs. Link for anglo saxon patterns: <a href="https://blog.britishmuseum.org/decoding-anglo-saxon-art">https://blog.britishmuseum.org/decoding-anglo-saxon-art</a></p>
	<p><b>Key Subject Specific Vocabulary to be taught</b></p>	<p>Drawing, painting, post-impressionism, impasto, mood, analogous colours, tie-dye, spiral</p>	<p><b>Tone, depth, busts, craft, clay, slab, coil, slip, scoring, air dry</b></p>
	<p><b>Core Activities</b></p>	<p>Study artist Vincent Van Gogh including virtual museum tour Create drawing/painting in the style of Van Gogh Create tie dye tee shirt</p>	<p>Visit Roman Museum to look at Roman pottery (link to History topic visit) Visit local potter to study how to pottery made today Make own piece of pottery- fired and air dried and decorate</p>
	<p><b>Assessment activities/key questions</b></p> <p><b>Final piece, end of unit artist and key vocabulary assessment and sketchbooks/development</b></p> <p><b>Self and Peer final piece assessment</b></p> <p><b>Key Artist Knowledge Questions:</b> Where was Vincent Van Gogh born? Netherlands. When was he was born? 1853. Did he train to be an artist? He was a self-taught painter. Who inspired him? Other artists in Paris Was Vincent Van Gogh famous when he was alive? No, not famous in his lifetime – he only sold one painting. Was Van Gogh well? He was mentally ill Which group of artists did he belong to? Post Impressionism period. What is Post Impressionism? A French art movement from 1806 – 1905</p> <p><b>Key Knowledge:</b> What are Analogous colours? colours next to each other on the colour wheel What are Complimentary colours? colours that are opposite each other on the colour wheel.</p>	<p><b>Final piece, end of unit artist and key vocabulary assessment and sketchbooks/development</b></p> <p><b>Self and Peer final piece assessment</b></p> <p><b>Art Key Knowledge Questions:</b> Name some different types of Roman art work sculptures, paintings, pottery, mosaics and jewellery. Name the two types of Roman pots and describe the differences: Coarse ware – used every day for eating and drinking; very plain pots Fine ware – used for special occasions, very decorative. How were Roman pots made? From coils. How were Roman pots decorated? were not usually painted – they decorated them with relief sculpture then glazed the pots.</p> <p>What is relief sculpture? a 3D effect on a flat surface. It can be sunken (pressed in) or low/high relief (raised above the surface).</p>	<p><b>Final piece, end of unit artist and key vocabulary assessment and sketchbooks/development</b></p> <p><b>Self and Peer final piece assessment</b></p> <p><b>Artist Key Knowledge Questions:</b> Katsushika Hokusai (1760 – 1849) used wood block printing for his art work. William Morris (1834 – 1896) was famous for his wallpaper designs using wood blocks. Glen Alps (1914 – 1996) invented collagraph printing.</p> <p><b>Art Key Knowledge Questions:</b> Printing is a technique used to transfer an image from one surface to another. Mono printing is making a print from using mark making. Relief printing (block or lino printing) – where a design is above the surface and paint applied on top. Intaglio printing is the opposite of relief printing – the design is pressed into the surface so the ink/paint goes into the grooves. Collagraph printing is where different materials are glued onto a surface (collage) then covered in paint.</p>

		What is Tie dying? A technique used to create patterns in material by tying sections that are protected from the dye.		
Year 5/6	<b>Topic Heading</b>	Chas Jacobs – Local Artist	Natural Sculpture	Pop Art!
	Link to themes/ key concepts	Drawing Painting Textiles (DT)	Drawing Painting Sculpture	Drawing Printing Painting
	<b>Key Knowledge</b>	<p><b>Key Artist Knowledge:</b> Chas Jacobs was born in 1957. He lives in Hornby, Lancashire. Chas took up painting as a hobby, he used to be an electrician. He was inspired by A famous artist called David Hockney. He enjoys painting the local area and uses acrylic paint.</p> <p><b>Key Art Knowledge:</b> Perspective is the way of drawing objects that seem the correct size and distance from one another. Compositions of a landscape or a cityscape usually have a foreground, background and a horizon point.</p>	<p><b>Key Artist Knowledge:</b> Andy Goldsworthy was born 1956. He is an English sculpture, photographer and environmentalist. He creates sculptures in specific sites – both rural and urban settings. His art work is meant to make people think about how fragile and beautiful the earth is.</p> <p><b>Key Art Knowledge:</b> A sculpture is a 3D piece of art work. It can be constructed in four different ways: carving, modelling, casting, constructing. Earth art (or land art or earthworks) is art that uses the natural landscape to create site specific structures.</p>	<p><b>Key Artist Knowledge:</b> Andy Warhol (1928 – 1987) was an American Visual Pop Artists. He was famous for the Marilyn Monroe diptych prints and painting every day artists. He expresses his ideas and emotions on his art work. Roy Lichtenstein (1923 – 1997) was an American Pop artist. He was famous for his comic strip cartoon paintings and painting every day objects. David Hockney (1932 - ) is a British painter who was famous for his bright, bold and colourful paintings.</p> <p><b>Key Art Knowledge:</b> Pop art emerged after WW2 in the 1950s. It was a style of art based on simple, everyday objects, celebrities and animals. Pop art was meant for everyone to enjoy, not just the rich, and anything could be the subject of art. The colour wheel theory – primary, secondary, tertiary, analogous, complimentary, warm, cold.</p>
	<b>Objectives to be covered</b>	<p><b>Explore, investigate, evaluate:</b> Begin to choose relevant visual and other information for my research and develop my own ideas and designs. Begin to select a range of techniques to explore to support my research and design. Begin to evaluate the roles and purposes of artists, craftspeople and designers working in different times and cultures in relation to their work. Begin to analyse, comment and explain ideas, techniques and methods used to create their own work.</p>	<p><b>Explore, investigate, evaluate:</b> Develop ability to choose relevant visual and other information for my research and develop my own ideas and designs. Develop being able to select a range of techniques to explore to support my research and design. Develop evaluating the roles and purposes of artists, craftspeople and designers working in different times and cultures in relation to their work. Develop ability to analyse, comment and explain ideas, techniques and methods used to create their own work. Develop ability to adapt their work according to their views and describe how they might develop it further.</p>	<p><b>Explore, investigate, evaluate:</b> Begin to choose relevant visual and other information for my research and develop my own ideas and designs. Begin to select a range of techniques to explore to support my research and design. Begin to evaluate the roles and purposes of artists, craftspeople and designers working in different times and cultures in relation to their work. Begin to analyse, comment and explain ideas, techniques and methods used to create their own work. Begin to adapt their work according to their views and describe how they might develop it further.</p> <p><b>Drawing:</b></p>

	<p>Begin to adapt their work according to their views and describe how they might develop it further.</p> <p><b>Drawing:</b> Begin to draw for a prolonged period of time over a number of sessions working on one piece. Develop their own style of drawing through: line, tone, pattern, texture. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. Use sketchbooks to collect, record and plan for future works. Adapt their work according to their views and describe how they might develop it further. Have opportunities to develop further simple perspective in their work using a single focal point and horizon. of composition, scale and proportion in their paintings, eg foreground, middle ground, background.</p> <p><b>Painting (link to Geog local artist):</b> Work in a sustained and independent way to develop their own style of painting based on an artist/style previously studied (linked to the work of Chas Jacobs or LS Lowry). Mix colour, shades and tones with confidence building on previous knowledge and including complementary colours, understanding which works well in their work and why.</p>	<p><b>Drawing:</b> Develop drawing for a sustained, prolonged period of time over a number of sessions working on one piece. Develop their own style of drawing through: line, tone, pattern, texture. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. Use sketchbooks to collect, record and plan for future works. Adapt their work according to their views and describe how they might develop it further.</p> <p><b>Sculpture: (link to Geography Lake District)</b> Demonstrate experience in relief and freestanding work using a range of media. Use sketchbooks to collect and record visual information from different sources. Annotate work in sketchbook. Solve problems as they occur.</p> <p><b>Sculpture to be studied:</b> A Goldsworthy</p>	<p>Draw for a prolonged period of time over a number of sessions working on one piece. Develop their own style of drawing through: line, tone, pattern, texture. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. Use sketchbooks to collect, record and plan for future works. Adapt their work according to their views and describe how they might develop it further. Have opportunities to develop further simple perspective in their work using a single focal point and horizon. of composition, scale and proportion in their paintings, eg foreground, middle ground, background.</p> <p><b>Printing:</b> Using a computer program to reproduce and image changing the colours of the image</p> <p><b>Artist/period of art to be studied: POPART; A Warhol -</b> link to computing – use of reproducing image and experimenting with colour</p>
	<p><b>Key Subject Specific Vocabulary to be taught</b></p>	<p>Proportion, perspective, foreground, middle ground, background, horizon, vanishing point, complementary point, analogous colours, David Hockney, pop art</p>	<p>Sculpture: carving, casting, free standing, in relief, earth art, natural, environmentalist, urban</p>
	<p><b>Core Activities</b></p>	<p>Work alongside Chas Jacobs in school Create painting in the style of Chas Jacobs and Lowry.</p>	<p>Virtual tour of Goldsworthy sculpture Create own sculpture using natural resources</p>
	<p><b>Assessment activities/key questions</b></p>	<p><b>Final piece, end of unit artist and key vocabulary assessment and sketchbooks/development</b> <b>Self and Peer final piece assessment</b> <b>Key Artist Knowledge Questions:</b></p>	<p><b>Final piece, end of unit artist and key vocabulary assessment and sketchbooks/development</b> <b>Self and Peer final piece assessment</b> <b>Key Artist Knowledge Questions:</b> When was Andy Goldsworthy born? 1956.</p>

	<p>When was Chas Jacobs born? 1957. Where does he live? Hornby, Lancashire. Was Chas a painter by profession? No, he took up painting as a hobby; he used to be an electrician. Who inspired Chas? A famous artist called David Hockney. What did he usually paint pictures of? The local area. What medium does Chas use to paint with? acrylic paint.</p> <p><b><u>Key Art Knowledge Questions:</u></b> Perspective is the way of drawing objects that seem the correct size and distance from one another. Compositions of a landscape or a cityscape usually have a foreground, background and a horizon point.</p>	<p>Who is he? is an English sculpture, photographer and environmentalist. Where does he create his sculptures? He creates sculptures in specific sites – both rural and urban settings. What is the meaning of his art work? make people think about how fragile and beautiful the earth is.</p> <p><b><u>Key Art Knowledge Questions:</u></b> What is sculpture? a 3D piece of art work. How can it be constructed? four different ways: carving, modelling, casting, constructing. What is Earth art (or land art or earthworks)? art that uses the natural landscape to create site specific structures.</p>	<p>Who were Andy Warhol, Roy Lichtenstein and David Hockney? Andy Warhol (1928 – 1987) was an American Visual Pop Artists. He was famous for the Marilyn Monroe diptch prints and panting every day artists. He expresses his ideas and emotions on his art work. Roy Lichtenstein (1923 o 1997) was an American Pop artist. He was famous for his comic strip cartoon paintings and painting every day objects. David Hockney (1937 - ) is a British painter who was famous for his bright, bold and colourful paintings.</p> <p><b><u>Key Art Knowledge Questions:</u></b> Explain what the Pop art movement was. Pop art emerged after WW2 in the 1950s. It was a style of art based on simple, everyday objects, celebrities and animals. Pop art was meant for everyone to enjoy, not just the rich and anything could be the subject of art. Describe the colour wheel theory – primary, secondary, tertiary, analgous, complimentary, warm, cold using examples.</p>
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- Throughout the two year rolling programme, have a local artist week where each class will work alongside an artist studying his/her media – pottery, textiles, printer, sculpture, local artist