

Four main learning objectives:

I can explore sketch pencils and experiment with their thickness and effect.
 I can identify primary and secondary colours.
 I can experiment with watercolour.
 I can create tints and shades by adding white and black.

By the end of the key stage:

- ♣ to use a range of materials creatively to design and make products
- ♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- ♣ About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Generating ideas	Making	Evaluating	Knowledge
Discussing Paul Horton's work and making 3 comments Drawing and painting in the style of Horton using water colour, paint and pencil. Trialling designs based on Paul Horton Choosing which material to use for a design Discuss mood and how it's presented in artwork	Creating tints and shades by adding black and white Creating secondary colours Using sketching pencils to create different marks Using sketching pencils and graphite to draw in the style of Paul Horton Experiment with watercolours and see what effects it can make To paint in the style of Paul Horton	Complete an artist research page on Paul Horton sharing 3 opinions about his work 'Art gallery' style plenary where the children can share their opinions on other's work Share opinions on their own trial designs expressing their likes and dislikes Completing an evaluation on their final design discussing the skills and processes they've used to complete it.	Understanding who Paul Horton is and how he makes his artwork Tints and shades Primary and secondary colours Watercolours and sketching pencils Lighter/ darker Bright/dull Blend Landscape Paint brush Pencil Elements Colour wheel

Spring: Beatriz Milhazes

Four main learning objectives:

I can explore and use colour, shape and pattern in the artist's style
 I can develop my skills in cutting, arranging and layering materials
 I can explore textiles and different textures as part of an artwork
 I can identify colours; developing their awareness of tones and shades.

By the end of the key stage:

♣ to use a range of materials creatively to design and make products
 ♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
 ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
 ♣ About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Generating ideas	Making	Evaluating	Knowledge
Completing an artist research page on Beatriz Milhazes Examine Milhazes' work to understand its place in the art world. Beginning to look at how mood is displayed through colour. Look closely at her colour palette and how colours come together Experiment with an array of materials and mediums (fabric, paper)	Artist research page in the style of Milhazes Using sketching pencils to draw patterns Using oil pastels and pens to draw shapes Using different technique when painting with water colours Using fabric as a layering technique to create texture Cutting and manipulating fabric Choosing colours and creating a colour pallet to base our final pieces on Making a final design in the style of Milhazes using the acquired skills	Art gallery' style plenary where the children can share their opinions on other's work Share opinions on their own trial designs expressing their likes and dislikes Completing an evaluation on their final design discussing the skills and processes they've used to complete it. Changing ideas and on-going evaluating to improve own and others' work	Knowledge of the colour wheel, primary, secondary and harmonious colours Knowledge of Milhazes' work and her background More knowledge of the different mediums that can be used to create art Greater skill of using the different mediums in the different ways More knowledge of the effect that layering has (collage) Background and foreground Knowledge on how colours and composition can impact the 'mood' of the piece Formal elements- shape, line and texture

Summer: Van Gogh

Four main learning objectives:

- I can experiment with printing techniques
- I can choose my own materials to complete my artwork
- I can use paint in different ways
- I can recreate work inspired by Van Gogh

By the end of the key stage:

- ♣ to use a range of materials creatively to design and make products
- ♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- ♣ About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Generating ideas	Making	Evaluating	Knowledge
Completing an artist research page on Van Gogh Examine Gogh's work to understand its place in the art world (post-impressionist) Creating a choice of 3 designs to follow to create a final piece Experimenting with printing to see how to add detail. Using printing with different objects to see what makes the most interesting print	Artist research page in the style of Van Gogh Experiment with materials by adding and taking away material to create detail Experimenting with materials to create prints based on their designs Painting, spreading, printing Designing their final design based on Van Gogh Sketch still life images of flowers in the style of Van Gogh Printing with paint and objects to create a pattern	Art gallery' style plenary where the children can share their opinions on other's work Share opinions on their own trial designs expressing their likes and dislikes Completing an evaluation on their final design discussing the skills and processes they've used to complete it. Changing ideas and on-going evaluating to improve own and others' work	Post-impressionism Sculpture printing techniques (gouging, rolling etc) Formal elements Building knowledge of printing Vincent Van Gogh and his place in history Primary, secondary, contrasting colours