

Statutory requirements (National Curriculum)	Leighton Essentials (skills)	Suggested activities Autumn Spring Summer
<p>Pupils should be taught:</p> <p>□ to create sketch books to record their observations and use them to review and revisit ideas</p> <p>□ to improve their mastery of art and design techniques, including drawing</p>	<p><u>Drawing</u></p> <p>To create a wide range of tones using graded drawing pencils</p> <p>To know that things are further away are lighter and greyer.</p> <p>To explore light and dark through use of charcoal, chalk and pastel.</p> <p><u>Painting</u></p> <p>To be able to mix graduations of one colour e.g. dark green to light green by adding white and yellower greens by adding yellow.</p> <p>To learn how to apply paint with increasing control. Choose and use the correct size brush. Use different types of paint for different effects.</p> <p><u>Sculpture</u></p> <p>To understand that a sculpture can be created by the removal of material as well as adding material.</p> <p>To use gouging and scraping techniques on a flat clay tile.</p>	<p>Autumn</p> <p>Daniel Mackie</p> <p>To create a piece of artwork that shows a habitat inside of an animal</p> <p>final piece - to create a Daniel Mackie inspired piece of work using a variety of mediums.</p> <p>Spring</p> <p>Josiah Wedgwood artist - to research the influence of Greek pottery on the neoclassical movement</p> <p>Final piece</p> <p>Pottery created through ancient Greeks - looking at Greek pottery designs.</p> <p>Summer</p> <p>Emma Biggs artist Create a piece of artwork using a mosaic pattern.</p> <p>Look at a variety of patterns and the history behind the designs</p>

	To create papier Mache sculptures . To embellish with paint and paper.	Final piece to create a mosaic tile using tile and grout.
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	<p><u>Colour</u></p> <p>To identify the primary colours and add colours to make secondary colours.</p> <p>To be able to make various tints of a primary colour.</p> <p>To be able to mix useable paint in a range of colours and be able to describe these colours using appropriate vocabulary (dark, light, pale).</p> <p><u>Pattern</u></p> <p>Practising patterns through scratching and scoring on clay. Link to the ancient Greeks for clay pottery,</p> <p><u>Texture</u></p> <p>To explore how to layer materials and to create different effect. How to create tone by layering and cut with more accuracy.</p> <p><u>Line, Shape and Form</u></p> <p>To be able to curl, scrunch, shape, tear and cut into a variety of material such as carving into soap, plaster of paris, lump of plasticene to produce abstract shapes.</p>	<p>Autumn:</p> <p>Daniel Mackie – (Colour)</p> <p>To explore the colour wheel (Primary colours)</p> <p>To mix colours using watercolour</p> <p>To use black and white to lighten/darken shades (Pattern/Line)</p> <p>To explore different shading techniques such as cross hatching, hatching, random hatching, contour hatching, stippling. (Texture)</p> <p>To use water colour to create light and dark areas.</p> <p>Spring:</p> <p>Greek pottery/Josiah Wedgewood (Line, shape and form & Texture)</p> <p>To scrape, gauge and cut clay to add ad remove material to create texture. (Shape)</p> <p>To create a pot using the thumb method or coil method. (Pattern/Texture)</p> <p>To using printing techniques to print a repeated pattern on clay pots.</p> <p>Summer:</p> <p>Roman Mosaic/Emma Biggs (colour)</p>

	<p>To understand that a sculpture can be created by the removal of material as well as adding material.</p> <p>To use gouging and scraping techniques on a flat clay tile.</p>	<p>To use colours inspired by Roman mosaics and Emma Biggs' mosaics to create own mosaic. (Pattern)</p> <p>To use square tiles to create a repeated pattern to make a mosaic border. (shape)</p> <p>To create central motif using squared tiles. (Line and shape)</p> <p>To sketch a central motif and shade using different shading techniques.</p>
<p>Research about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making</p> <p>□ about great artists, architects and designers in history.</p>		<p>Autumn</p> <p>Daniel Mackie To look at his work on animals and their habitats (Links to Science unit). Paul Klee To look at texture and tones of water colours for final piece.</p> <p>Spring</p> <p>Josiah Wedgewood Neoclassical movement and similarities to Ancient Greek pottery.</p> <p>Summer</p> <p>Emma Biggs A modern twist to mosaics through the use of colour and shape or central motifs.</p>
<p><u>Throughout the Year</u></p> <p>To positively evaluate their own work and others whilst identifying areas for improvement using correct artistic terms. Provide opportunities to discuss art works brought into the classroom. Express likes and dislikes and give reasons why.</p>		

Provide opportunities for children to comment on their own work and that of others.
Encourage positive comments and also suggestions for further improvements.
Encourage correct use of vocabulary.