**Cycle A Plan**

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| **Nursery** | **Rec** |
| **Autumn** | |
| Repeating Pattern Fruit Skewers**Pattern-**Linked to our learning about repeating patterns in maths. | |
| **\*Continuous provision staple.**  **Painting/Colour:**  • Experimenting with and using primary colours  • Naming  • mixing (not formal) Learn the names of different tools that bring colour  • Use a range of tools to make coloured  • marks on paper  **Sculpture & Collage:**  • Start to use scissors appropriately to cut into materials.\*  • Begin to cut and tear materials. \*  • Stick and glue materials together.\*  • Use junk objects to create their own designs.\*  **Printing:**  • Awareness and discussion of patterns.  • Print with block colours  • Print with pre-made stamps and found objects. | **Sculpture & Collage:**  • Use scissors appropriately to cut into materials.\*  • Cut and tear materials with increasing control.\*  • Mould play dough or other soft materials, making round and flat shapes and adding texture.\*  **Painting/Colour:**  • Use a brush or other tool to make marks with paint.  • Choose from a range of pre-mixed colours to create painted artworks.  • Paint simple shapes and images that can be recognised or explained by the child  **Printing:**  • Notice and continue simple patterns (ABAB/ ABBA)  • Simple symmetry.  • Print using pressing, rolling, rubbing and stamping using everyday objects, chosen to create a desired effect. |
| **Jackson Pollock**  Artwork based on ‘Firework’ by Jackson Pollock. Linking with the children’s experiences around Bonfire night. | |
| **Artist and Artwork Evaluation:**  Can express their opinion  • Can identify generic features of an artwork. E.g. ‘it’s a flower’ ‘it’s blue’  **Painting/Colour:**  • Experimenting with and using primary colours  • Naming  • mixing (not formal) Learn the names of different tools that bring colour  • Use a range of tools to make coloured marks on paper | **Artist and Artwork Evaluation:**  Look at and discuss different artworks using simple sentences.  • Identify colours, objects and shapes in the artwork.  • Discuss their own artwork using simple language.  **Painting/Colour:**  • Use large muscle movements to paint and make marks.  • Use a brush or other tool to make marks with paint.  • Choose from a range of pre-mixed colours to create painted artworks.  • Paint simple shapes and images that can be recognised or explained by the child. |
| **Christmas Crafts** | |
| **Textiles:**  • Handling, manipulating and enjoying using materials\*  • Sensory experience\*  • Thread beads onto a string.\*  • **Printing:**  • Print with block colours  • Print with pre-made stamps and found objects.  **Drawing:**  • Begin to hold a pencil correctly and use it to make marks.  • Attempt to use other materials to make marks (crayons, felt tips, etc)  • Draw shapes that are beginning to be recognisable and appropriate e.g. a circle for a face.  •Represent their thoughts and feelings through art. \* | **Drawing:**  • Begin to use a variety of drawing tools  • Use drawings to tell a story, Investigate different lines  • Explore different textures  • Encourage accurate drawings of people.  • Use drawing to tell a story.  • Investigate different lines.  **Printing:**  • Print using pressing, rolling, rubbing and stamping using everyday objects, chosen to create a desired effect. |
| **Spring** | |
| Dinosaur and butterfly print biscuits - kids baking - fossil biscuits**Fossils-**Making fossils using either salt dough or biscuit dough. Making treats for our Dinosaur party. | |
| **Food & Nutrition:**  •In small groups,Mix pre-prepared ingredients with the support of an adult, safely and hygienically.  **Sculpture & Collage/Resistant Materials:**  Handling, feeling, enjoying and manipulating materials    **• Food Tech:**  • In small groups, Mix pre-prepared ingredients with the support of an adult, safely and hygienically  • Understand that fruit and vegetables grow.  • Use a blunt knife to spread butter or jam (or alternative) on a cracker or bread. | **Food & Nutrition:**  • Mix pre-prepared ingredients with the support of an adult, safely and hygienically  • Use tools such as blunt knives or cookie cutters.  **Sculpture & Collage/Resistant Materials:**  Mould play dough or other soft materials, making round and flat shapes and adding texture  **Food Tech:**  • Understand that fruit and vegetables grow, and which ones are grown in the UK.  • Mix pre-prepared ingredients with the support of an adult, safely and hygienically  • Use tools such as blunt knives or cookie cutters. |
| This contains an image of: Top 10 nursery rhymes preschool ideas and inspiration**Up the Beanstalk** -Painting/collage inspired by Traditional Tales. | |
| **Drawing:**  Begin to hold a pencil correctly and use it to make marks.  • Attempt to use other materials to make marks (crayons, felt tips, etc)  • Represent their ideas and feelings through art.  • Draw shapes that are beginning to be recognisable and appropriate e.g. a circle for a face.  **Painting/Colour:**  • Experimenting with and using primary colours  • Naming  • mixing (not formal)  Learn the names of different tools that bring colour  • Use a range of tools to make coloured marks on paper  **Sculpture/Collage:**  • Handling, feeling, enjoying and manipulating materials  • Start to use scissors appropriately to cut into materials.  • Begin to cut and tear materials.  • Stick and glue materials together. | **Drawing:**  Begin to use a variety of drawing tools  • Use drawings to tell a story Investigate different lines  • Explore different textures  • Encourage accurate drawings of people  **Painting/Colour:**  Use a brush or other tool to make marks with paint.  • Choose from a range of pre-mixed colours to create painted artworks.  • Paint simple shapes and images that can be recognised or explained by the child. • Use large muscle movement to paint and make marks.  **Sculpture/Collage:**  Simple collages  • Use scissors appropriately to cut into materials.  • Cut and tear materials with increasing control. |
| **Summer** | |
| **Yayoi Kusama Minibeasts!-**Making spotty minibeasts inspired by Kusama’s spots. | |
| **Artist & Artworks:**  • Can express their opinion  • Can identify generic features of an artwork. E.g. ‘it’s a flower’ ‘it’s blue’  **Painting/Colour:**  • Experimenting with and using primary colours  • Naming | **Artist & Artworks:**  • Look at and discuss different artworks using simple sentences.  • Identify colours, objects and shapes in the artwork.  • Discuss their own artwork using simple language. |
| **Up, Up and away** -Making models using junk inspired by transport. | |
| **Design process:**  • Understand items have different purposes.  • Make to create an outcome with guided support.  • Begin to explain why they chose their materials.  • Know what they have made. E.g ‘a tiger’  **Sculpture/Collage:**  •Handling, feeling, enjoying and manipulating materials  • Constructing: Building and destroying  • Start to use scissors appropriately to cut into materials.  • Begin to cut and tear materials.  • Stick and glue materials together.  • Use junk objects to create their own designs. | **Design process:**  • Discuss what a product does or needs to do  • Explore the qualities of a range of materials • Make to create an outcome.  • Explain why they chose their materials.  • Explain what they have made.  **Sculpture & Collage:**  • Simple collages  • Use scissors appropriately to cut into materials.  • Cut and tear materials with increasing control.  • Mould play dough or other soft materials, making round and flat shapes and adding texture.  • Constructing:  Building for a purpose and destroying  • Begin to consider how they join materials together. |

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| **Year 1** | **Year 2** |
| **Autumn** | |
| **Toy Shop**- designing and making basic toys to tie in with the ‘Toys from the past’ topic.  Some suggested products:   * Punch and Judy stick puppets. * Push pin car.   <https://www.twinkl.co.uk/resource/toilet-roll-car-craft-transport-crafts-t-tc-1683802951> | |
| **Sculpture & collage:**  • Make simple joins  • Begin to select materials and tools based on their properties. E.g. sellotape or glue.   * Use materials to make known objects for a purpose   **Design process:**  • As a group or class: work from a basic brief to generate ideas and design a simple product fit for purpose and audience.  • As a group or class: explore suitability of common materials before making a choice.  • Basic recording of ideas.  • Make a simple mock up as either individually or as a class. | **Sculpture & Collage:**  • Build structures, exploring how they can be made stronger, stiffer and more stable.  • Select materials and tools based on their properties.  **Design process:**  • Work from a basic brief to generate ideas and design a simple product fit for purpose and audience.  • Explore suitability of common materials before making a choice.  • Show awareness of some products similar to their design.  • Develop ideas, communicating and recording them in a suitable way (e.g. design book, design page, mind map)  • Make a simple mock-up. E.g. simplified paper version  • Make a final product.  • Evaluate their final product – what went well? Did they follow the brief? |
| **Food Tech** | |
| • Cut soft foods safely and hygienically with support, using an appropriate tool.  • Measure using measuring cups and spoons.  • Combine ingredients with support to make a simple recipe. | • Cut soft foods safely and hygienically using an appropriate tool.  • Measure using scales with support.  • Assemble ingredients to make a simple recipe. |
| **Christmas Crafts** | |
| **Sculpture & Collage:**  • Collage according to specific qualities. E.g. independently sorting blue scraps for the sky.  • More complex collages.  • Follow basic procedures for safety, e.g. walking sensibly with scissors.  • **Construct:**  • Use materials to make known objects for a purpose  • Begin to select materials and tools based on their properties. E.g. sellotape or glue.  Carve, pinch and roll slabs using a modelling media.  **Painting/Colour:**  • Use different sized paintbrushes appropriately with increasing control to make a range of marks with paint.  • Mix primary colours to make secondary colours.  • Begin to describe colours by objects | **Sculpture & Collage:**  • Overlapping and overlaying to create effects in collage.  • Follow basic procedures for safety.  • Select materials and tools based on their properties.  • Mould, carve and cut soft materials using appropriate tools.  **Painting/Colour:**  • Make as many tones of one colour as possible (using white)  • Darken colours without using black  • Use poster paints and watercolours on traditional surfaces. |
| Henri Matisse Landscape**Matisse-**Collage and landscapes.  Exploring Matisse- his printing/collage plus his landscapes.  Collage with paper for his block work and painting/colour for his landscapes. | |
| **Painting/Colour:**  • Use different sized paintbrushes appropriately with increasing control to make a range of marks with paint.  • Mix primary colours to make secondary colours.  • Begin to describe colours by objects.  **Sculpture & Collage:**  • Collage according to specific qualities. E.g. independently sorting blue scraps for the sky.  • More complex collages.  • Follow basic procedures for safety, e.g. walking sensibly with scissors.  **Artist & Artwork Evaluation:**  • Look at and discuss different artworks using simple sentences, expressing a simple opinion about an artwork.  • Notice basic details/themes of an artist. E.g. ‘O’keefe likes flowers’. | **Painting/Colour:**  Make as many tones of one colour as possible (using white)  • Darken colours without using black  • Use poster paints and watercolours on traditional surfaces.  **Sculpture & Collage:**  • Overlapping and overlaying to create effects in collage.  • Follow basic procedures for safety.  • Mould, carve and cut soft materials using appropriate tools.  **Drawing:**  • Observe and draw landscapes.  **Artist & Artwork Evaluation:** Look at and discuss a range of artworks by artists, crafts people and designers across time, expressing a simple opinion about an artwork (no explanation).  •Notice details and familiar objects/ shapes/colours in an artwork including light and dark  •Make simple comparisons between artists and artworks.  •Begin to comment on how an artist/designer has used colour, pattern and shape.  Describe and discuss their own artworks, noting key details. |
| **Easter Sewing**  Making small felt bunnies or crosses for Easter. Drawing around a basic template before doing a running stitch around the outside leaving a small gap to leave room for stuffing to be poked through. To adapt you could use a pale pen to dot where to show where to poke through with the needle. This could be adapted further using thin foam and a hole punch for pre-prepared holes.  <https://www.twinkl.co.uk/resource/easter-bunny-plushie-felt-template-sewing-activity-t-tc-1642599890>  <https://www.twinkl.co.uk/resource/cross-outline-t-tp-2549359> | |
| **Textiles:**  • Cut textiles using scissors and a basic template.  • Use a running stitch to join textiles using pre-prepared holes.  • Use large eyed needles or pre-threaded needles.  • Weaving using paper- Easter Baskets?  **Design process:**  • As a group or class: work from a basic brief to generate ideas and design a simple product fit for purpose and audience.  • As a group or class: explore suitability of common materials.  • Basic recording of ideas.  • Make a simple muck up either individually or as a class. | **Textiles:**  • Use a running stitch to join textiles either independently or with marked holes. E.g. attaching flaps of fabric to a sock to make bunny ears.  • Create simple weaving using paper or large strips of fabric.  • Use large eyed needles  **Design process:**  • Work from a basic brief to generate ideas and design a simple product fit for purpose and audience.  • Explore suitability of common materials before making a choice.  • Show awareness of some products similar to their design.  • Develop ideas, communicating and recording them in a suitable way (e.g. design book, design page, mind map)  • Make a simple mock-up. E.g. simplified paper version  • Make a final product.  Create simple weaving using paper or large strips of fabric.-Easter Baskets to put it in. |
| **Summer** | |
| **Colourful Kadinsky-** Painting/Printing  Suggested activities could include:  • Artist study copying his work exactly using paint and brushes.  • Re-Imagining: favourite colours? Rainbow colour mixing versions. Different shape versions?  Printed version using a painted background and repeating stamping. | |
| **Artist & Artwork Evaluation:**  • Look at and discuss different artworks using simple sentences, expressing a simple opinion about an artwork.  • Notice basic details/themes of an artist. E.g. ‘O’keefe likes flowers’.  **Painting/Colour:**  • Use different sized paintbrushes appropriately with increasing control to make a range of marks with paint.  • Mix primary colours to make secondary colours.  • Begin to describe colours by objects.  **Printing/Pattern:**  • Print with a growing range of objects  • Notice more complex patterns in nature and artworks, using this to create their own.  • Stencil printing using a pre- made stencil. | **Artist & Artwork Evaluation:** Look at and discuss a range of artworks by artists, crafts people and designers across time, expressing a simple opinion about an artwork (no explanation).  •Notice details and familiar objects/ shapes/colours in an artwork including light and dark  •Make simple comparisons between artists and artworks.  •Begin to comment on how an artist/designer has used colour, pattern and shape.  •Describe and discuss their own artworks, noting key details.  **Painting/Colour:**  • Explore how colour can portray mood and emotion. -How does her work make us feel with all the bright colours?  • Paint from observation and imagination.  • Make as many tones of one colour as possible (using white)  • Darken colours without using black  • Use poster paints and water colours on traditional surfaces.  • Use resist techniques.e.g. white crayon and water colour.  **Printing/Pattern:**  • Create simple mono prints (marbling, shaving foam, drawing on plastic/acetate).  • Make and use simple stencils to print  • Create pattern for purposes |
| **Portraits-**Multimedia.  Creating self-portraits using various mediums for each portrait. E.g. a charcoal portrait, a collage portrait, Clay tile portrait. | |
| **• Drawing:**  • Hold a pencil appropriately, making a range of marks and lines.  • Extend the variety of drawings tools. E.g. charcoal  • Record their work.  Observe anatomy (faces, limbs)  • Explore different textures  • Observe patterns  **Sculpture & Collage:**  • Collage according to specific qualities. E.g. independently sorting blue scraps for the sky.  • More complex collages.  • Follow basic procedures for safety, e.g. walking sensibly with scissors. | **Drawing:**  • Hold a pencil appropriately, making a range of marks and lines with a pencil and different materials, with control and awareness, using appropriate vocabulary to describe them.  • Record their work.  • Draw to express emotion using mark making (e.g. angry, happy).  • Discuss use of shadows, use of light and dark  **Sculpture & Collage:**  • Overlapping and overlaying to create effects in collage.  • Follow basic procedures for safety.  • Select materials and tools based on their properties.  • Mould, carve and cut soft materials using appropriate tools. |

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| **Year 3** | **Year 4** |
| **Autumn** | |
| **Bridget Riley-** pattern/printing  **Polystyrene tile relief printing — Kate Watkins | Artist & Printmaker**Repeated printing and paper weaving to mimic the style of Bridget Riley. | |
| **Artists & Artwork Evaluation:**  • Begin to develop their knowledge of artists and artworks, expressing an opinion about an artwork, giving simple reasons why  • Make basic comparisons with between artists and artworks using formal elements language.  • Make links between their artwork and an artist.  • Basic analysis of an artwork using 1 formal element. e.g. looking solely at the line-work.  • Ask questions about artworks either individually or as a class.  **Printing/Pattern**  • Find and copy patterns from nature and architecture.  • Make and use more complex stencils to print.  **Textiles:**  • Create simple weaving using paper or smaller strips of fabric. | **Artists & Artwork Evaluation:**  • Continue to develop their knowledge of artists and artworks, expressing an opinion about an artwork, giving simple reasons why.  • Make comparisons with increasing confidence between artists and artworks, using the language of the formal elements studied.  • Make links between their work and the work of more than one artist.  • Discuss when and where an artwork was created (timeline and map).  • Analyse an artwork, commenting on the use of formal elements (line, shape, texture, pattern)  • Ask their own questions about artworks.  **Printing/Pattern**  • Find and copy more complex patterns from nature and architecture.  • Make and use stencils to print to create effect. E.g. 1 stencil to create basic shape and 1 stencil for detail.  • Design prints  **Textiles:**  • Basic weave using a cardboard loom.  **Painting/Colour:**  • Use more resist techniques-e.g. tape and ink. |
| **Food Tech** | |
| • Cut foods safely and hygienically using an appropriate tool.  • Measure ingredients using scales. | • Cut foods safely and hygienically using an appropriate tool.  • Measure ingredients using scales or jugs.  • Follow recipes, starting to use techniques such as peeling, chopping, slicing, mixing, spreading, baking or kneading.  • Use a pan or oven with adult supervision and support. |
| **Christmas Crafts** | |
| **Painting/Colour:**  • Introduce different types of brushes  • Mix shades and tints.  • Beginning to be able to match colours effectively to portray their subject or mimic an artist.  • Use cold and warm colours.  **Drawing:**  • Use felt tips, chalk pastels and oil pastels to add colour to their drawings.  • Hold a pencil and make marks with control.  • Initial sketches as a preparation for painting | **Painting/Colour:**  • Colour mixing and matching; tint, tone, shade.  • Use poster paints and watercolours with confidence to blend, wash, and create a range of effects.  • Use different brushes and marks to gain a desired effect (e.g. large brush for large area).  • Mix with purpose and accuracy an increasing range of colours from primary and secondary colours.  **Drawing:**  • Scale and proportion accurate drawings of whole people including proportion and placement. |
| **Spring** | |
| **Ancient Egyptians- Masks/Canopic jars**  Designing and creating ancient Egyptian death masks or canopic jars. | |
| **Sculpture & Collage/Resistant Materials:**  • Independently follow basic procedures for safety.  • Choose appropriate materials by testing their properties either in small groups or as a class, using a prototype.  • Explore tools for a product based on their functional properties and aesthetics.  • Begin to explore how to strengthen, stiffen and reinforce a product using suitable materials.  • Shape, form, model and construct (malleable and rigid materials)  **Design Process:**  • Develop an idea, communicating and recording in a basic way (e.g. labelled drawing)  • Research products similar to their own.  • Make a mock-up. E.g a paper version of their mask. | **Sculpture & Collage/Resistant Materials:**  • Independently follow basic procedures for safety.  • Choose appropriate materials by testing their properties using a prototype.  • Choose appropriate tools for a product based on their functional properties and aesthetics.  • Strengthen, stiffen and reinforce a product using suitable materials.  • Sculpture clay and other materials with precision.  **Design Process:**  • Work from a brief to design an appealing, functional product fit for purpose and audience.  • Show awareness of products similar to their own.  • Develop an idea, communicating and recording it in a suitable way (e.g. annotated design page, diagrams, IT)  • Make a mock-up. E.g a paper version of their mask.  • Create a final idea and translate this into a final product which fits the brief.  • Evaluate their final product – what went well? Did they follow the brief? How could they improve their design? |
| **Juggling Balls**  Testing, designing, and making juggling balls. Testing what filling to use inside or what material to make the ball out of. | |
| **Sculpture & Collage/resistant materials:**  • Independently follow basic procedures for safety.  • Choose appropriate materials by testing their properties either in small groups or as a class, using a prototype.  • Explore tools for a product based on their functional properties and aesthetics.  • Begin to explore how to strengthen, stiffen and reinforce a product using suitable materials.  **Design process:**  • Work from a basic brief to design an appealing, functional product fit for purpose and audience.  • Explore some possible materials. With support, conducting a simple test to ensure suitability before making a choice.  • Research products similar to their own.  • Develop an idea, communicating and recording in a basic way (E.g. labelled drawing)  • Make a mock-up  • With support, create a final idea and translate this into a final product which fits the brief. Either individually or as a guided class design.  • Basic evaluate their final product – what went well? Is it fit for purpose? | **Sculpture & Collage/resistant materials:**  • Independently follow basic procedures for safety.  • Choose appropriate materials by testing their properties using a prototype.  • Choose appropriate tools for a product based on their functional properties and aesthetics.  • Strengthen, stiffen and reinforce a product using suitable materials.  **Design Process:**  • Perform basic tests, make simple prototypes/pattern pieces as appropriate. E.g. stitching prototypes.  • Work from a brief to design an appealing, functional product fit for purpose and audience.  • Show an awareness of products similar to their own.  • Develop an idea, communicating and recording it in a suitable way (e.g. annotated design page. Diagrams, IT)  • Create a final idea and translate this into a final product which fits the brief.  • Make a mock-up.  • Evaluate their final product – what went well? Did they follow the brief? How could they improve their design? |
| **Summer** | |
| **Holbein**  Artist study based on Holbeins Henry VIII portraits. Some suggested activities could include artists copies using different mediums-paint or oil pastel.  Painting/drawing self-portraits in the style of Holbein. | |
| **Drawing:**  • Hold a pencil and make marks with control.  • Experiment with the potential of various pencils.  • Use felt tips, chalk pastels and oil pastels to add colour to their drawings.  • Close observation  • Draw both the positive and negative shapes  • Initial sketches as a preparation for painting  • Accurate drawings of people – particularly  • Faces  • Use sketchbooks to practice techniques and skills.  **Painting/Colour:**  • Colour mixing:  • Make detailed colour wheels  • Introduce different types of brushes  • Mix shades and tints.  • Beginning to be able to match colours effectively to portray their subject or mimic an artist.  • Use cold and warm colours.  **Artist & Artwork Evaluation:**  • Begin to develop their knowledge of artists and artworks, expressing an opinion about an artwork, giving simple reasons why.  • Ask questions about artworks either individually or as a class.  • Make basic comparisons between artists and artworks using formal language elements.  • Make links between their artwork and an artist  • basic analysis of an artwork using 1 formal element. E.g. looking solely at the linework. | **Drawing:**  • Shade, blend and add highlights to show dimension using a range of pencil grades.  • Use sketching strokes to draw and add texture, movement and depth.  • Identify and draw the effect of light  • Scale and proportion accurate drawings of whole people including proportion and placement  • Make more detailed observational drawings, beginning to capture facial expression.  • Record their work and add it to their sketchbook.  • Consider the placement and composition when drawing.    **Painting/Colour:**  • Colour mixing and matching; tint, tone, shade  • Use poster paints and watercolours with confidence to blend, wash, and create a range of effects.  • Use different brushes and marks to gain a desired effect (e.g. large brush for large area).  • Mix with purpose and accuracy an increasing range of colours  from primary and secondary colours.  **Artist & Artwork Evaluation:**  • Continue to develop their knowledge of artists and artworks, expressing an opinion about an artwork, giving simple reasons  why.  • Discuss when and where an artwork was created (timeline and map).  • Make comparisons with increasing confidence between artists and artworks, using the language of the formal elements studied.  • Make links between their work and the work of more than one artist.  Analyse an artwork, commenting on the use of formal elements (Line, shape, texture, pattern)  • Ask their own questions about artworks, developing them and sharing in class discussion. |
| **Bookmarks-** Textiles Project  Bookmark Craft for Kids Using Pressed Flowers and Leaves - Buggy and Buddy  Designing and making a simple product, using embroidery and sewing to decorate. | |
| **Textiles:**  • Use a running stitch to join textiles  • Cut textiles with scissors safely.  • Cut textiles with safety scissors.  • Use smaller eyed needles and finer threads  **Design process:**  • Work from a basic brief to design an appealing, functional product fit for purpose and audience.  • With support, create a final idea and translate this into a final product which fits the brief. Either individually or as a guided class design.  • Basic evaluate their final product – what went well? Is it fit for purpose? | **Textiles:**  • Decorate textiles using stamping, printing and simple embellishment.  • Thread a needle and tie a knot. Independently or with support.  **Design Process:**  • Work from a brief to design an appealing, functional product fit for purpose and audience.  • Create a final idea and translate this into a final product which fits the brief.  • Evaluate their final product – what went well? Did they follow the brief? How could they improve their design? |

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| **Year 5** | **Year 6** |
| **Autumn** | |
| The Persistence of Memory by Salvador Dali Huge 120cm x 99cm Canvas Print - Picture 1 of 1Dali Melting Clocks**Salvador Dali-** Clay  Designing and making clay ‘tiles’ inspired by the painting ‘Persistence of Memory’. | |
| **Artist/Artwork Evaluation:**  • Basic analysis of an artwork, commenting on the use of formal elements (line, shape, texture, pattern) and comparing with other another artwork.  • Begin to describe and discuss their own artworks, justifying  their choices with appropriate vocabulary.  • Begin to discuss a range of key artists and artworks, expressing an opinion about an artwork, support with reasons.  • Compare 2 or more artworks and recognize patterns and key concepts between art movements.  • Understand links between their work and where techniques have been inspired from. E.g. Used dots because of looking at Yayoi Kusama.  **Sculpture & Collage/Resistant Materials:**  • Follow procedures for safety with a wider range of tools and processes.  • Cut and shape materials based on their design with developing accuracy.  • Sculpt clay and other materials with precision, including joining clay parts.  **Design process:**  • Develop and make a final product, which meets the brief criteria.  • Evaluate their final product, assess their product against the brief and consider improvements. | **Artist/Artwork Evaluation:**  • Analyse an artwork, commenting on the use of formal elements (line, shape, texture, pattern) and comparing with other artworks.  • Describe and discuss with confidence their own artworks,  justifying their choices with appropriate vocabulary.  • Can discuss a range of key artists and artworks with increasing confidence, expressing an opinion about an artwork, support with reasons.  • Compare multiple artworks and recognize patterns and key concepts between art movements.  • Make clear links between their work and the work of others, noting specific influences and techniques.  **Sculpture & Collage/Resistant materials:**  • Follow procedures for safety with a wider range of tools and processes.  Cut and shape materials based on their design with increasing accuracy.  • Combine techniques and materials to create 3D sculptures.  • Choose appropriate tools and methods to cut and form a wide range of materials.  • **Design process:**  • Research products similar and different to their own to inform their own design.  • Develop a design idea, communicating and recording it via a plan and a labelled diagram.  **Painting/Colour:**  • Paint on non-conventional surfaces. |
| **Food Tech** | |
| • Measure ingredients with a degree of accuracy using an appropriate measuring device.  • Design their own simple savoury recipes and test them individually or collectively.  • Use a wider range of baking and cooking techniques | • Accurately measure ingredients with a appropriate measuring device.  • Design their own simple savoury recipes and test them.  • Use a range of baking and cooking techniques with increasing confidence (e.g. boiling, frying, baking, grilling, steaming, roasting, microwaving) |
| **Christmas Crafts** | |
| **Sculpture & Collage/resistant materials:**  • Choose appropriate tools and methods to cut and form a wider range of materials, either guided or independently.  • Combine techniques and materials.  • Choose appropriate tools and methods to cut and form a wider range of materials, either guided or independently.  • Use a wider range of joining methods | **Sculpture & Collage/Resistant materials:**  • Choose appropriate tools and methods to cut and form a wider range of materials.  • Use a wider range of joining methods on a wide range of materials. E.g. textiles |
| **Spring** | |
| **William Morris-**Repeated printing  Designing and creating repeated printing using foam or other materials to create William Morris inspired prints. | |
| **Artist/Artwork Evaluation:**  • Basic analysis of an artwork, commenting on the use of formal elements (line, shape, texture, pattern) and comparing with other another artwork.  • Begin to describe and discuss their own artworks, justifying  their choices with appropriate vocabulary.  • Begin to discuss a range of key artists and artworks, expressing an opinion about an artwork, support with reasons.  • Compare 2 or more artworks and recognize patterns and key concepts between art movements.  • Understand links between their work and where techniques have been inspired from.  **Printing:**  • Make increasingly complex stencils and use them to print in multiple layers and colours.  • Combine prints and pattern  • Design more complex prints  **Drawing:**  Record their work and add it to a sketchbook, annotating with  detailed analysis and evaluation  **Sculpture & Collage/Resistant Materials:**  • Follow procedures for safety with a wider range of tools and processes.  • Cut and shape materials based on their design with developing accuracy.  **Painting/Colour:**  • Colour mixing: hue, tint, tone, shades and mood  • Mix with increasing purpose and accuracy a wide range of colours. | **Artist/Artwork Evaluation:**  • Analyse an artwork, commenting on the use of formal elements (line, shape, texture, pattern) and comparing with other artworks.  • Describe and discuss with confidence their own artworks,  justifying their choices with appropriate vocabulary.  • Can discuss a range of key artists and artworks with increasing confidence, expressing an opinion about an artwork, support with reasons.  • Compare multiple artworks and recognize patterns and key concepts between art movements.  • Make clear links between their work and the work of others, noting specific influences and techniques.  **Printing:**  • Print onto a range of materials to explore texture and layers.  • Builds up images of whole or parts of items using various  techniques  • Create own abstract pattern. E.g. tessellating patterns  **Drawing:**  Record their work and add it to a sketchbook, annotating with detailed analysis and evaluation, using it to demonstrate their development of key skills  **Sculpture & Collage/Resistant materials:**  • Follow procedures for safety with a wider range of tools and processes.  • Cut and shape materials based on their design with increasing accuracy.  • Combine techniques and materials to create 3D sculptures  **Painting/Colour:**  • Colour mixing: hue, tint, tone, shades and mood  • Choose the appropriate medium and tools to paint for purpose (e.g. watercolour for washes and a soft brush, palette knives for texture, sponges for mottled effect). |
| **Gustav Klimt-** Collage  Layering scraps of magazine or recycled paper to create the background and/or outfit based on ‘Woman in Gold’ by Gustav klimt. You could print out the head and shoulders of the original woman or a photo of the children to make it a self portrait. | |
| **Artist/Artwork Evaluation:**  • Basic analysis of an artwork, commenting on the use of formal elements (line, shape, texture, pattern) and comparing with other another artwork.  • Begin to describe and discuss their own artworks, justifying  their choices with appropriate vocabulary.  • Begin to discuss a range of key artists and artworks, expressing an opinion about an artwork, support with reasons.  • Compare 2 or more artworks and recognize patterns and key concepts between art movements.  • Understand links between their work and where techniques have been inspired from. E.g. Used dots because of looking at Yayoi Kusama.  **Sculpture/Collage:**  Follow procedures for safety with a wider range of tools and processes.  • Cut and shape materials based on their design with developing accuracy.  • Choose appropriate tools and methods to cut and form a wider range of materials, either guided or independently.  • Choose appropriate materials by testing their properties using prototypes, justifying their choices. Either individually or in small groups.  • Combine techniques and materials.  **Painting/Colour:**  • Use a wider range of paints such as acrylic to layer, build texture and re-work ideas.  • Used mixed media to make collages including paint. | **Artist/Artwork Evaluation:**  • Analyse an artwork, commenting on the use of formal elements (line, shape, texture, pattern) and comparing with other artworks.  • Describe and discuss with confidence their own artworks,  justifying their choices with appropriate vocabulary.  • Can discuss a range of key artists and artworks with increasing confidence, expressing an opinion about an artwork, support with reasons.  • Compare multiple artworks and recognize patterns and key concepts between art movements.  • Make clear links between their work and the work of others, noting specific influences and techniques.  **Sculpture/Collage:**  Follow procedures for safety with a wider range of tools and processes.  • Cut and shape materials based on their design with increasing accuracy.  • Combine techniques and materials to create 3D sculptures  • Choose appropriate tools and methods to cut and form a wider range of materials.  • Choose appropriate materials by testing their properties using prototypes, justifying their choices.  **Painting/Colour:**  • Increasingly confident with matching colours effectively to portray their subject or mimic an artist.  •Explore the use of a limited colour palette and the effect of this. |
| **Summer** | |
| **Observational Sketching**  Looking closely at daily objects and people taking care to look at small details and shading.  [**https://www.twinkl.co.uk/resource/cfe-t2-a-021-ks2-art-drawing-techniques-lesson-teaching-pack**](https://www.twinkl.co.uk/resource/cfe-t2-a-021-ks2-art-drawing-techniques-lesson-teaching-pack) | |
| **Drawing:**  •Draw with precision and control.  • Shade, blend and add highlights to describe light and dark, contrast and shadow.  • Create texture using a single medium.  • produce increasingly accurate drawings of people  • Explore and begin to understand perspective.  • Record their work and add it to a sketchbook, annotating with detailed analysis and evaluation. | **Drawing:**  • Effect of light on objects and people from different directions  • Interpret the texture of a surface  • Continue to develop the concept of perspective and forced perspective.  • Record their work and add it to a sketchbook, annotating with detailed analysis and evaluation, using it to demonstrate their development of key skills.  • Make increasingly accurate observational drawings, using formal elements.  • Select an appropriate drawing media, which is fit for purpose (e.g. pencil, chalk pastel).  • Draw human bodies, showing movement and emotion. |
| **Phone pouches-**Dt/Textiles Project  Designing, testing and creating phone pouches.  [**https://www.twinkl.co.uk/resource/tp2-d-047-planit-dt-uks2-felt-phone-cases-lesson-1-developing-the-design-criteria-lesson-pack**](https://www.twinkl.co.uk/resource/tp2-d-047-planit-dt-uks2-felt-phone-cases-lesson-1-developing-the-design-criteria-lesson-pack) | |
| **Textiles:**  • Use a basic pattern/template to mark and cut fabric into a  specific shape  • Explore back stitch and cross stitch.  • Weave using a carboard loom with a basic pattern.  • Sew a button or bead.  • Thread a needle and tie a knot.  **Sculpture & Collage/Resistant Materials:**  • Follow procedures for safety with a wider range of tools and processes.  • Cut and shape materials based on their design with developing accuracy.  • Sculpt clay and other materials with precision, including joining parts.  • Choose appropriate tools and methods to cut and form a wider range of materials, either guided or independently.  • Choose appropriate materials by testing their properties using prototypes, justifying their choices. Either individually or in small groups.  • Combine techniques and materials  • Use wider range of joining methods.  **Design process:**  • Work from a brief with a simple problem to solve, to design an appealing, functional product.  • Research a small number of products similar to their own to inform their own design.  • Develop a design idea, communicating and recording it via a basic plan and a basic labelled diagram.  • Research a range of materials, conducting tests as appropriate before selecting the best choice. Either individually or in groups.  • Test ideas using basic prototypes/creating pattern pieces. E.g. practicing how to make a specific hinge or join.  • Develop and make a final product, which meets the brief criteria.  • Evaluate their final product, assess their product against the brief and consider improvements. | **Textiles:**  • Use seam allowance and back stitch to join textiles to create a simple product (e.g. A cushion or soft toy).  • Use a pattern/template to mark and cut fabric into a specific shape  • Weave using a variety of materials.  • Sew a button or bead onto a project.  • Thread a needle and tie a knot, including finishing a thread and starting a new one within a project.  **Design Process:**  • Work from a brief with a simple constraint (e.g. audience / purpose) to design an appealing, functional product.  • Research a range of materials, conducting tests as appropriate before selecting the best choice.  • Research products similar and different to their own to inform their own design.  • Develop a design idea, communicating and recording it via a plan and a labelled diagram.  • Test ideas using prototypes/creating pattern pieces and where relevant computer aided design.  • Develop and make a final product, based on testing, which meets the brief criteria.  • Evaluate their final product, including discussion amongst peers to assess their product against the brief and consider improvements.  **Sculpture & Collage/Resistant materials:**  • Follow procedures for safety with a wider range of tools and processes.  • Cut and shape materials based on their design with increasing accuracy.  • Combine techniques and materials to create 3D sculptures  • Choose appropriate materials by testing their properties using prototypes, justifying their choices.  • Choose appropriate tools and methods to cut and form a wide range of materials.  • Use a wider range of joining methods on a wide range of materials. E.g. textiles. |