

	Ancient Greeks	Victorians	Volcanoes and Earthquakes / Bridges
Oak Year A	<p><b>Greek Patterns</b> <u>Drawing</u> Children can:</p> <p>A) use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, form, shape.</p> <p><b>Greek Wall Hanging</b> <u>Textiles</u> Children can:</p> <p>A) add decoration to create effect;</p> <p>B) use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, pattern.</p> <p><b>Acropolis at Sunset</b> <u>Painting</u> Children can:</p> <p>A) create a colour palette, demonstrating mixing techniques;</p> <p>B) use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;</p> <p>C) use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, colour.</p> <p><b>Dolphin Fresco</b> <u>Painting</u> and <u>Drawing</u> Children can:</p> <p>As above</p>	<p><b>William Morris Study</b> <u>Printing</u> Children can:</p> <p>A) design and create printing blocks/tiles;</p> <p>B) develop techniques in mono, block and relief printing;</p> <p>C) create and arrange accurate patterns;</p> <p>D) use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, shape, tile, colour, arrange.</p> <p><u>Drawing</u></p> <p>A) use a variety of techniques to add effects, e.g. shadows, reflection, repeating patterns, symmetry.</p> <p>B) use a variety of media and select the most appropriate;</p> <p>C) use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy.</p>	<p><b>Volcanoes</b> (Pencil Sketches exploring and developing ideas) <u>Drawing</u> Children can:</p> <p>A) use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;</p> <p>B) depict movement and perspective in drawings;</p> <p>C) use a variety of tools and select the most appropriate;</p> <p>D) use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy.</p> <p><u>Sculpture</u> Children can:</p> <p>A) plan and design a sculpture;</p> <p>B) use tools and materials to carve, add shape, add texture and pattern;</p> <p>C) use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark.</p> <p><b>Bridges</b> Monet (Impressionism) <u>Painting</u> Children can:</p> <p>Children can:</p> <p>A) create a colour palette, demonstrating mixing techniques;</p> <p>B) use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;</p> <p>C) use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists</p>
Oak Year B	<p><b>Kandinsky / Esher</b></p> <p><b>Escher</b> <u>Drawing</u> Children can:</p> <p>A) use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching.</p> <p>B) depict movement and perspective in drawings;</p> <p>C) use a variety of tools and select the most appropriate to develop mark making skills.</p> <p>D) use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, blend, mark, hard, soft, light, heavy.</p> <p><b>Kandinsky</b> <u>Painting</u> Children can:</p> <p>A) create a colour palette, demonstrating mixing techniques;</p> <p>B) use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;</p> <p>C) use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour.</p> <p>D) Use "Concentric Circles" to create a class piece of work.</p>	<p><b>Rivers</b></p> <p><u>Collage</u> Children can:</p> <p>A) add collage to a painted or printed background;</p> <p>B) create and arrange accurate patterns;</p> <p>C) use a range of mixed media;</p> <p>D) plan and design a collage;</p> <p>E) use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</p> <p><u>Sculpture</u> Children can:</p> <p>A) plan and design a sculpture;</p> <p>B) use tools and materials to carve, add shape, add texture and pattern;</p> <p>C) develop cutting and joining skills, e.g. using wire, coils, slabs and slips;</p> <p>D) use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join.</p>	<p><b>Still Life</b></p> <p><b>Cezanne</b> <u>Drawing</u> Children can:</p> <p>A) use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;</p> <p>B) depict perspective in drawings;</p> <p>C) use a variety of media and select the most appropriate;</p> <p>D) use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy.</p>

## Exploring and Developing ideas

Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.

### **KS2 Art and Design National Curriculum**

Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

To create sketchbooks to record their observations and use them to review and revisit ideas.

Children can:

review and revisit ideas in their sketchbooks;

offer feedback using technical vocabulary;

think critically about their art and design work;

use digital technology as sources for developing ideas;

use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.