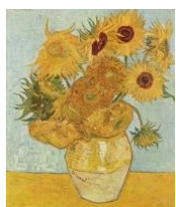


**Topic: Our World and Beyond****National Curriculum Link: Subject – Drawing, KS2 Art****Artist Study:****Vincent Van Gogh (Dutch post-impressionist painter) Augusta Savage (modern sculptor)****'The Bedroom'****'Sunflowers'****'Starry Night'****'The Harp'-link to History****One point perspective****Still life (stimulus for Christmas Card)**

- Vincent Van Gogh was a Dutch 19th century painter who died in 1890
- He painted over 2000 paintings but only sold one when he was alive
- Augusta Savage was a sculptor who worked for equal rights for African Americans in the Arts and was the first African American woman to open her own Art Gallery in 1939.

**Prior Learning:**

- Use different grades of pencil to shade and show tones and textures.
- Demonstrate three or more different mark making techniques.
- Demonstrate that HB, 2B and 6B give different shades, depth of pigment.
- Demonstrate drawing can be used as a starting point for other processes - smaller scale for larger drawings plans or models etc. Know it is important to carefully observe when drawing from life, noting scale, shape and position of the original subject.

**Key Essential Skills and knowledge:**Generic

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes
- Question and make thoughtful observations about starting points and select ideas to use in their work
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures
- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them
- Adapt work according to views and describe how they might develop it further
- Annotate work in sketchbook

Specific

- Explore the potential properties of the visual elements, marks, line, tone, pattern, texture, form, colour and shape.
- Use size, scale, position and proportion in drawings, using perspective and composition
- Experiment with wet media to make different marks, lines, patterns, textures and shapes
- Explore colour mixing and blending techniques with coloured pencils

<ul style="list-style-type: none"> <li>- Use different techniques for different purposes eg. shading, hatching</li> <li>- Start to develop my own style using tonal contrast and mixed media</li> <li>- Use simple perspective in their work using a single focal point and horizon</li> <li>- Develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background</li> <li>- Develop an awareness of how paintings are created eg. composition</li> </ul>
<b>Topic Vocabulary:</b> Reflection, blending, composition, perspective
<b>Sequence:</b> What was Van Gogh famous for? Use lines to show tone and texture Use different forms to create an object Still life One point perspective drawings Transfer skills to create a one point perspective drawing for space
<b>Thinking Deeper:</b> How is the work of Van Gogh still celebrated today? How/Why did Van Gogh, posthumously, become one of the most famous and influential figures in art?
<b>Media/Tools:</b> Ruler, wax crayons, pencil crayons, pencils, watercolour wash on wax crayon
<b>Links:</b> <b>Subject Specific Links</b> – History – black history; Literacy – annotations and reflections; Harvest – still life of food <b>Enrichment</b> – Christmas Cards in style of ‘Starry Night’ <b>Personal development</b> – Confidence in speaking to others and considering improvements in own learning. <b>SMSC</b> – Showing an awareness of how certain artists have endured discrimination and hardship <b>Cultural Capital</b> – An appreciation of art and artists from different time periods and cultures <b>Careers</b> – Art as a career prospect <b>British Values</b> – To respect that all children have a point a view and can make valuable contributions. <b>Equality</b> – To have access to art and the opportunity to develop skills <b>Independence</b> – Individual creativity applied to artwork <b>Community</b> – Christmas cards to local community <b>Outdoor learning</b> – Forest School

<b>Year 5/6 Art and Design – 3D &amp; Sculpture</b>	<b>Spring Term Year A</b>
<b>Topic: Eras and English Entertainment</b>	
<b>National Curriculum Link: Subject – 3D &amp; Sculpture, KS2 Art</b>	
<b>Artist Study:</b> <b>Maria Montessori (designer of educational toys)</b> <b>Designers of modern toys (Ruth Handler - Barbie doll, Richard T James – Slinky, Hilary Page – Lego)</b>	
<b>Prior Learning:</b> Children can control modelling with clay, card and wood (sticks) Control the use of tools and their suitability for different tasks - care and safe use of tools. Choose the correct materials for different projects Talk about their work understanding that it has been sculpted, modelled, or constructed.	
<b>Key Essential Skills and knowledge:</b> <u>Generic</u> <ul style="list-style-type: none"> <li>- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes</li> <li>- Question and make thoughtful observations about starting points and select ideas to use in their work</li> <li>- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</li> <li>- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</li> <li>- Adapt work according to views and describe how they might develop it further</li> <li>- Annotate work in sketchbook</li> </ul> <u>Specific</u> <ul style="list-style-type: none"> <li>- Different materials can be used for a variety of purposes eg recycled, natural and man-made materials</li> <li>- 2D design is the starting point for 3D work</li> <li>- Materials have very different qualities that may not always be appropriate for their work and materials have limitations</li> <li>- Understand how the evolution of materials has impacted toy making</li> <li>- Know some toy designers of key toys</li> </ul>	
<b>Topic Vocabulary:</b> Wetting, blending, additive technique, carving, embellish	
<b>Sequence:</b> Use of clay, cardboard and other materials Plan a piece of 3D art through drawing and other preparatory work. Extend construction skills by experimenting - Cutting, bending, scoring, folding, tying and sticking Describe the different qualities involved in modelling, sculpture and construction Use recycled, natural and manmade materials to create 3D artwork/sculpture	
<b>Thinking Deeper:</b> Why have specific materials been used to make different types of toys? How can photography be used as an art form?	
<b>Media/Tools:</b> Natural materials, recycled materials, card, plasticine, Modroc, papier mache, cutting and joining tools	
<b>Links:</b> <b>Subject Specific links</b> – Literacy – annotations and reflections; History- toys over time; Science- materials and their properties.	

**Enrichment** – Charcoal Ash Wednesday reflection

**Personal development** – To build problem solving skills

**SMSC** – Use imagination and creativity to explore ideas and feelings in works of art

**Cultural Capital** – Reflect upon how entertainment has changed over time

**Careers** – Designer

**British Values** – Mutual respect of ideas

**Equality** – To have access to art and the opportunity to develop skills

**Independence** – Individual creativity

**Outdoor learning** – Forest School

<b>Year 5/6 Art and Design – Textiles</b>	<b>Summer Term Year A</b>
<b>Topic: Creative Communication</b>	
<b>National Curriculum Link: Subject –Textiles, KS2 Art</b>	
<b>Artist Study:</b> <b>Bayeux Tapestry</b>	
<b>Prior Learning:</b> Explore images from the natural and designed world to produce textured pieces (selecting fabrics, papers and stitches that relate to these images Use a range of colours, shapes, stitches and textures and materials to create an image to represent elements of the natural and designed world – creating a stitched and quilted autumn leaf, constructing a collage of a window frame or an image based on a landscape/cityscape/rainforest. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.	
<b>Key Essential Skills and knowledge:</b> <u>Generic</u> <ul style="list-style-type: none"> <li>- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes</li> <li>- Question and make thoughtful observations about starting points and select ideas to use in their work</li> <li>- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</li> <li>- Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them</li> <li>- Adapt work according to views and describe how they might develop it further</li> <li>- Annotate work in sketchbook</li> </ul> <u>Specific</u> <ul style="list-style-type: none"> <li>- Understand what message/story the artist is trying to convey.</li> <li>- Use fabric paints to create tones.</li> <li>- Use a basic stitch to create a picture</li> <li>- Embellish using a variety of items (buttons etc)</li> <li>- Use different grades of thread and needle</li> <li>- Use the Batik technique to create a picture on fabric</li> <li>- Overlap and layer to add detail</li> </ul>	
<b>Topic Vocabulary:</b> dyeing, batik, threading, joining, stitches, running stitch, back stitch, hem	
<b>Sequence:</b> Why has the artist used this medium? How can I design a work in this style? How can I develop my artwork? What are the aesthetic qualities of your artwork? Can I use Batik as a technique?	
<b>Thinking Deeper:</b>	

How does art communicate in different ways?

**Links:**

**Subject Specific links** – Literacy – annotations and reflections; History- making links with other civilisations – Ancient Egypt; RE – Bible Story of Joseph;

**Enrichment** – Egyptian architecture - Imhotep

**Christopher Wren and Norman Foster (Architects - past and present)**

**Personal development** – To build problem solving skills

**SMSC** – Use imagination and creativity to explore ideas and story-telling in works of art

**Cultural Capital** – Be aware of folk crafts used in design for items around the home - American quilting tradition, batik.

**Careers** – Architect, quilter

**British Values** – Respect the beliefs and customs of different faiths

**Equality** – Linked to why people from different civilisations differ in appearance, equality between people of different backgrounds and cultures.

**Independence** – Individual Creativity

**Outdoor learning** – Forest School

**Topic: Sensational South America**

**National Curriculum Link: Subject – Painting, KS2 Art**

**Artist Study:**

**Henri Rousseau**

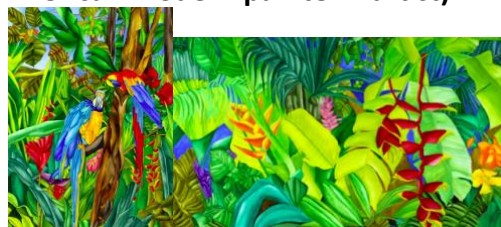
(French post-impressionist painter - artist)



'Surprise'

**Ruth Daniels**

(American modern painter – artist)



**Prior Learning:**

- Use foreground, mid-ground, and background in their descriptions of paintings
- Know objects look smaller in the background and the whole object may not be seen.
- Know that objects that are further away usually appears smaller, higher up in the field of vision and their colouration is less vivid (vice versa for objects in the foreground – larger, lower, and brighter saturations of colour).
- Know brushes must be used appropriately and looked after to obtain the best results – pure colours can only be created using clean brushes and materials.
- Comment on features of the featured artists work and technique

**Key Essential Skills and knowledge:**

Generic

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes
- Question and make thoughtful observations about starting points and select ideas to use in their work
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures
- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them
- Adapt work according to views and describe how they might develop it further
- Annotate work in sketchbook

Specific

- Use different shades to add detail and create depth.
- Paint from a drawing
- Use different media and materials
- Create from a variety of sources
- Use colour and light (including silhouette) to create atmosphere
- Understand primary, secondary and complimentary colours
- Henri Rousseau was a French Post-Impressionist painter
- He was a self-taught artist.
- He loved the idea of the rainforest but did not draw from the actual rainforest, instead he drew through visiting the botanical gardens and using his imagination.

- Ruth Daniels is a modern American painter and used vibrant colours in her artwork
<b>Topic Vocabulary:</b> Background, foreground, shades, tints, tones, post-impressionist, mediums, layering, composition, depth, paint, brush, sponge, colour, mix, shade, brush strokes, primary, secondary, complimentary, tone, texture, silhouette
<b>Sequence:</b> Explore colour mixing and create colour wheel showing primary, secondary and complimentary colours – apply to work of Andy Warhol Study the work of Rousseau and Daniels – develop ideas in sketchbooks and use it to replicate the style of Rousseau/Daniels. Why has the artist used this medium? Which piece is most effective? How can I design a work in this style? How can I develop my artwork? What are the aesthetic qualities of your artwork? Look at use of silhouette to portray atmosphere
<b>Thinking Deeper:</b> How does an artist use colour to portray mood, emotion and symbolism?
<b>Media/Tools:</b> Poster paint, watercolour, coloured paper, silhouette
<b>Links:</b> <b>Subject Specific links</b> – Literacy – annotations and reflections, History – placing an artist in a place in time, Geography – Rainforests; <b>Enrichment</b> – Remembrance Day – Silhouette artwork; Christmas – silhouette artwork <b>Personal development</b> – Children are given regular opportunities to make their own decisions and choices in their projects <b>SMSC</b> – Children are able to express themselves through art and design <b>Cultural Capital</b> – Children have an understanding and appreciation of the wide range of cultural influences that have shaped art <b>British Values</b> – Children follow the classroom rules, including rules for using and tidying equipment safely and correctly <b>Equality</b> – Appreciate the different cultural background of artists <b>Independence</b> – Individual creativity <b>Community</b> – Christmas cards and Remembrance Day service <b>Outdoor learning</b> – Forest School



**Topic: Vicious Vikings****National Curriculum Link: Subject-Printing, KS2 Art****Artist Study: William Morris (19<sup>th</sup> century British designer)**

(Acanthus, 1875)(Strawberry Thief, 1883)(Daisy, 1864)

- William Morris, famous for his wall paper designs, is a 19<sup>th</sup> century designer whose career in designing began when he decorated his own house.

As an environmental campaigner, William Morris created nature-inspired prints (wallpaper) to help people feel more connected to the countryside as The Victorian era was the era of industrialisation which resulted in people leading more urban lifestyles and missing the countryside. Wealthier people did have gardens, but still, it was desirable to feel closer to nature.

**Prior Learning:**

Most children can demonstrate that images can be repeated and/or rotated. Know that colourways can alter the design

**Key Essential Skills and knowledge: See Norton**Generic

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes
- Question and make thoughtful observations about starting points and select ideas to use in their work
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures
- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them
- Adapt work according to views and describe how they might develop it further
- Annotate work in sketchbook

Specific

- Create printing blocks by simplifying an initial sketch book idea
- Use relief or impressed method
- Create prints with three overlays
- Work into prints with a range of media eg. pens, colour pens and paints

**Topic Vocabulary:**

Collograph, layering print, alter, modify

**Sequence:**

What is relief and impressed printing?

Who was William Morris and why was he influential?  
What inspired the works of William Morris?  
How can you design a piece of artwork around the same theme?  
What could you do to develop your artwork?  
Can we use our single tiles to create a larger scale piece of artwork?  
On balance, does your artwork represent the style well?

**Thinking Deeper:**

What does William Morris mean by 'Have nothing in your houses, that you do not know to be beautiful or believe to be useful'?

**Links:**

**Subject Specific links** – History - Viking runes; RE - Islamic patterns ; Literacy- annotations and reflections

**Enrichment** – Viking runes (printed), Tree Rubbings

**Personal development** – Creativity

**SMSC** – Developing understanding of changes in historical Britain, developing knowledge of significant artists and works, and their contributions to British culture

**Cultural Capital** – Recognise how the printed pattern has been used in different cultures and times for different purposes- Victorian, Vikings, Islamic patterns

**Careers** – Interior designers, printers

**British Values** – Mutual respect

**Equality** – As new ideas are introduced, provide support to ensure equal access

**Independence** – Individual creativity

**Outdoor learning** – Forest School

**Topic: Our Coastline**

**National Curriculum Link: Subject – Collage, KS2 Art**

**Artist Study: John Piper (20<sup>th</sup> century artist)**



(kirkham abbey – link to Whitby Abbey)

**Prior Learning:**

- Use a range of colours, shapes, textures and materials to create an image to represent elements of the natural and designed world – constructing a collage based on a landscape/cityscape/rainforest.
- Refine and alter ideas and explain choices using an art vocabulary.
- Collect visual information from a variety of sources, describing with vocabulary based on the visual elements.

**Key Essential Skills and knowledge: See Norton**

Generic

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes
- Question and make thoughtful observations about starting points and select ideas to use in their work
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures
- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them
- Adapt work according to views and describe how they might develop it further
- Annotate work in sketchbook

Specific

- Add collage to a painted, printed or drawn background.
- Use a range of media to create collages.
- Use different techniques, colours and textures etc when designing and making pieces of work.
- Use collage as a means of extending work from initial idea.
- John Piper was a British landscape painter and was also an official WWII artist who depicted bomb-damaged churches and landmarks.

**Topic Vocabulary:**

Environments, embellishments, collage, cut, tear, fold, bend, attach, crumple, texture, mosaic, join, overlap, layer, montage

**Sequence:**

Using part of a picture to envisage the whole

Why has the artist used this medium?

Which piece is most effective?

How can I design a work in this style?  
How can I develop my artwork?  
What are the aesthetic qualities of your artwork?

**Thinking Deeper:**

Consider use of a greater range of materials

**Media/Tools:** Variety of paper

**Links:**

**Subject Specific links** – English: Literacy – annotations and reflections. Geography: Coastal features

**Enrichment** – Trip to Art Gallery/Virtual Art Gallery; Visit the coast/seaside

**Personal development** – Considering sustainability and the use of materials.

**SMSC** – Developing knowledge of significant artists and works, and their contributions to British culture.

**Cultural Capital** – Be aware of crafts/media used in design for items around the home

**Careers** – artist

**British Values** – Mutual respect for the individuality of artworks completed.

**Equality** – As new techniques are introduced, provide support to ensure equal access

**Independence** – Individual creativity

**Community** – Whole school trip

**Outdoor learning** – Forest School, Beach School