

# Art at Dunton Bassett and Claybrooke Primary Schools

**Curriculum designers** take account of aims and pertinent threshold concepts to plan a coherent, 'spiral' curriculum for art which secures mastery and progression in conceptual understanding and builds knowledge from 'novice' to 'expert'.

**Teachers** take account of aims and related threshold concepts in their planning for art lessons to secure mastery of subject knowledge, year on year and over time.

## Key Stage 1 (Years 1 and 2) - Year A

| Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p><b>Media:</b></p> <ul style="list-style-type: none"> <li>✓ Painting</li> </ul> <p><b>Appreciation:</b><br/><b>Artist:</b> Wassily Kandinsky</p> <ul style="list-style-type: none"> <li>✓ To describe what techniques an artist has used</li> <li>✓ To explore some of the artist's techniques in my own work</li> </ul> <p><b>Skills:</b><br/><b>Exploring and developing ideas:</b></p> <ul style="list-style-type: none"> <li>✓ To be able to mix secondary colours and match colours</li> <li>✓ To investigate different mark making techniques using brushes</li> </ul> <p><b>Investigating and making art:</b></p> <ul style="list-style-type: none"> <li>✓ To explore a variety of brushes and sponge brushes for an effect</li> <li>✓ To be able to paint familiar objects applying mixing and matching skills</li> </ul> <p><b>Evaluating and developing art:</b></p> <ul style="list-style-type: none"> <li>✓ To discuss how you feel about your art work</li> </ul> <p><b>Key vocabulary:</b> Brushes, effect, mixing, secondary, technique, colour, tone</p> | <p><b>Media:</b></p> <ul style="list-style-type: none"> <li>✓ Printing</li> </ul> <p><b>Appreciation:</b><br/><b>Artist:</b> William Morris</p> <ul style="list-style-type: none"> <li>✓ To be able to describe what techniques an artist has used</li> <li>✓ To explore some of the artist's techniques in my own work</li> </ul> <p><b>Skills:</b><br/><b>Exploring and developing ideas:</b></p> <ul style="list-style-type: none"> <li>✓ Make a clean print and print a repeated pattern</li> </ul> <p><b>Investigating and making art:</b></p> <ul style="list-style-type: none"> <li>✓ Be able to choose materials to print own picture and explain reasons for their choices.</li> </ul> <p><b>Evaluating and developing art:</b></p> <ul style="list-style-type: none"> <li>✓ To discuss how you feel about your art work</li> </ul> <p><b>Key vocabulary:</b><br/>Print, block, pattern, polystyrene tile, repeat, colour, detail, in boss</p> | <p><b>Media</b></p> <ul style="list-style-type: none"> <li>✓ Paper and paste</li> </ul> <p><b>Appreciation</b><br/><b>Artist:</b> Henri Matisse</p> <ul style="list-style-type: none"> <li>✓ To describe what techniques an artist has used</li> <li>✓ To explore some of the artist's techniques in my own work</li> </ul> <p><b>Skills:</b><br/><b>Exploring and developing ideas:</b></p> <ul style="list-style-type: none"> <li>✓ To create different shapes with torn tissue paper</li> </ul> <p><b>Investigating and making art:</b></p> <ul style="list-style-type: none"> <li>✓ To discuss and develop ideas about how to create and attach torn tissue paper</li> </ul> <p><b>Evaluating and developing art:</b></p> <ul style="list-style-type: none"> <li>✓ To discuss how you feel about your art work.</li> </ul> <p><b>Key vocabulary:</b><br/>Tissue paper, texture, smooth, layered, transparent, shape form, technique, torn, cut,</p> |
| Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>● Making a colour wheel for secondary colours</li> <li>● Painting pictures of favourite toys</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>● Use polystyrene tiles to make a block print to create a repeating pattern</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>● Explore different ways of using paper and what effect it can have on the finished product..</li> <li>● To create a collage of something within the local area. (tree)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

## Key Stage 1 (Years 1 and 2) - Year B

| Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p><b>Media:</b></p> <ul style="list-style-type: none"> <li>✓ Clay</li> </ul> <p><b>Appreciation:</b><br/><b>Artist:</b> Clarice Cliff</p> <ul style="list-style-type: none"> <li>✓ To describe what techniques an artist has used</li> <li>✓ To consider why a technique has been used to create a specific effect</li> </ul> <p><b>Skills:</b><br/><b>Exploring and developing ideas:</b></p> <ul style="list-style-type: none"> <li>✓ Explore how clay can be manipulated using tools and hands</li> </ul> <p><b>Investigating and making art:</b></p> <ul style="list-style-type: none"> <li>✓ Use hands to create a thumb pot</li> <li>✓ Add texture and pattern using clay tools</li> </ul> <p><b>Evaluating and developing art:</b></p> <ul style="list-style-type: none"> <li>✓ To suggest aspects of your work to improve</li> <li>✓ To explore ways to improve the technique used</li> </ul> <p><b>Key vocabulary:</b><br/>Smoothing, pinch, manipulate, soften, roll, patterns, texture, patterns, tools</p> | <p><b>Media:</b></p> <ul style="list-style-type: none"> <li>✓ Weaving</li> </ul> <p><b>Appreciation:</b><br/><b>Artist:</b> Gunta Stölzl</p> <ul style="list-style-type: none"> <li>✓ To describe what techniques an artist has used</li> <li>✓ To consider why a technique has been used to create a specific effect</li> </ul> <p><b>Skills:</b><br/><b>Exploring and developing ideas:</b></p> <ul style="list-style-type: none"> <li>✓ To explore weaving with a variety of materials including paper and found materials</li> </ul> <p><b>Investigating and making art:</b></p> <ul style="list-style-type: none"> <li>✓ To build and construct textile surfaces</li> </ul> <p><b>Evaluating and developing art:</b></p> <ul style="list-style-type: none"> <li>✓ To suggest aspects of your work to improve</li> <li>✓ To explore ways to improve the technique used</li> </ul> <p><b>Key vocabulary:</b><br/>weaving, loom, textile, texture, pattern, build, construct, materials, joining, alternate, over, under</p> | <p><b>Media:</b></p> <ul style="list-style-type: none"> <li>✓ Drawing</li> </ul> <p><b>Appreciation:</b><br/><b>Artist:</b> Giuseppe Arcimboldo</p> <ul style="list-style-type: none"> <li>✓ To describe what techniques an artist has used</li> <li>✓ To consider why a technique has been used to create a specific effect</li> </ul> <p><b>Skills:</b><br/><b>Exploring and developing ideas:</b></p> <ul style="list-style-type: none"> <li>✓ To explore ways to use a pencil to create different effects</li> </ul> <p><b>Investigating and making art:</b></p> <ul style="list-style-type: none"> <li>✓ To explore how to add tone and depth using pencils</li> </ul> <p><b>Evaluating and developing art:</b></p> <ul style="list-style-type: none"> <li>✓ To suggest aspects of your work to improve</li> <li>✓ To explore ways to improve the technique used</li> </ul> <p><b>Key vocabulary:</b><br/>Tone, light, sketching, lines, effect, depth, shape, observational, technique, shading</p> |
| <b>Summary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Make a Diva light                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Create a natural weaving and a wool weaving.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Observational drawings of fruit and vegetables                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

## Lower Key Stage 2 (Years 3 and 4)

### Year A

| Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>Topic link: Stone Age to Iron Age</b></p> <p><b>Media:</b></p> <ul style="list-style-type: none"> <li>✓ Printing</li> </ul> <p><b>Appreciation:</b></p> <p><b>Artist:</b> Pablo Picasso</p> <ul style="list-style-type: none"> <li>✓ To describe how a piece of art makes you feel giving reasons</li> <li>✓ To create art work in the same style as an artist</li> </ul> <p><b>Skills:</b></p> <p><b>Exploring and developing ideas:</b></p> <ul style="list-style-type: none"> <li>✓ To explore cutting techniques using lino</li> <li>✓ To explore layering colours using lino press block</li> </ul> <p><b>Investigating and making art:</b></p> <ul style="list-style-type: none"> <li>✓ To design a complex pattern made up of 2 or more motifs</li> <li>✓ To print a tiled version</li> </ul> <p><b>Evaluating and developing art:</b></p> <ul style="list-style-type: none"> <li>✓ To identify similarities and differences between own work and others</li> <li>✓ To identify aspects that could be improved and suggest solutions</li> </ul> <p><b>Key vocabulary:</b><br/>Soft cut lino, cutting tools, reversed, positive print, negative print, trace, design, cut, print</p> | <p><b>Topic link: Romans</b></p> <p><b>Media:</b></p> <ul style="list-style-type: none"> <li>✓ Clay</li> </ul> <p><b>Appreciation:</b></p> <p><b>Artist:</b> Ian Marsh</p> <ul style="list-style-type: none"> <li>✓ To explore the mood and effect of a piece of art</li> <li>✓ To use parts of an artist's work as inspirations</li> </ul> <p><b>Exploring and developing ideas:</b></p> <ul style="list-style-type: none"> <li>✓ Explore softening and rolling clay</li> <li>✓ Explore mark making using tools and hands</li> </ul> <p><b>Investigating and making art:</b></p> <ul style="list-style-type: none"> <li>✓ Create a slab tile using techniques taught</li> <li>✓ To skilfully add a design with texture using clay tools</li> </ul> <p><b>Evaluating and developing art:</b></p> <ul style="list-style-type: none"> <li>✓ To modify and improve my work as it progresses</li> <li>✓ To discuss where ideas have developed from including links with artists studied</li> </ul> <p><b>Key vocabulary:</b><br/>Soften, roll, press, knead, manipulate, thickness, cut, design, tile, slabbing, pressure, texture</p> | <p><b>Topic link: Regional comparison (local area)</b></p> <p><b>Media:</b></p> <ul style="list-style-type: none"> <li>✓ Drawing</li> </ul> <p><b>Appreciation:</b></p> <p><b>Artist:</b> Monet</p> <ul style="list-style-type: none"> <li>✓ To describe how a piece of art makes you feel giving reasons</li> <li>✓ To create art work in the same style as an artist</li> </ul> <p><b>Skills:</b></p> <p><b>Exploring and developing ideas:</b></p> <ul style="list-style-type: none"> <li>✓ To explore using pastels to add tone</li> <li>✓ To draw from a view point</li> <li>✓ Explore taking a line for a walk</li> </ul> <p><b>Investigating and making art:</b></p> <ul style="list-style-type: none"> <li>✓ To combine images to make a new image</li> <li>✓ To use a view finder to select a view</li> </ul> <p><b>Evaluating and developing art:</b></p> <ul style="list-style-type: none"> <li>✓ To identify similarities and differences between own work and others</li> <li>✓ To identify aspects that could be improved and suggest solutions</li> </ul> <p><b>Key vocabulary:</b><br/>View point, view finder, images, tone, blending</p> |
| Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Looking a prehistoric cave paintings<br/>Creating our own cave paintings to show an event that has happened</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Creating a slabbed mosaic</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Observational drawing of Claybrooke churchyard.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

## Lower Key Stage 2 (Years 3 and 4)

### Year B

| Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p><b><u>Topic link: Ancient Sumer</u></b></p> <p><b><u>Media:</u></b></p> <ul style="list-style-type: none"> <li>✓ Textiles</li> </ul> <p><b><u>Appreciation:</u></b></p> <p><b><u>Artist:</u></b> Sarah Walton</p> <ul style="list-style-type: none"> <li>✓ To explore the mood and effect of a piece of art</li> <li>✓ To use parts of an artist's work as inspirations</li> </ul> <p><b><u>Exploring and developing ideas:</u></b></p> <ul style="list-style-type: none"> <li>✓ To use a range of stitches for different purposes and functions</li> </ul> <p><b><u>Investigating and making art:</u></b></p> <ul style="list-style-type: none"> <li>✓ To choose colour and texture of fabric for effect and suitability to purpose</li> </ul> <p><b><u>Evaluating and developing art:</u></b></p> <ul style="list-style-type: none"> <li>✓ To modify and improve my work as it progresses</li> <li>✓ To discuss where ideas have developed from including links with artists studied</li> </ul> <p><b>Key vocabulary:</b><br/>Stitch, needle, thread, colour, texture, fabric, starting off, finishing off, seam, over, under, underside</p> | <p><b><u>Topic link: Habitats</u></b></p> <p><b><u>Media:</u></b></p> <ul style="list-style-type: none"> <li>✓ Painting</li> </ul> <p><b><u>Appreciation:</u></b></p> <p><b><u>Artist:</u></b> Van Gogh</p> <ul style="list-style-type: none"> <li>✓ To describe how a piece of art makes you feel giving reasons</li> <li>✓ To create art work in the same style as an artist</li> </ul> <p><b><u>Skills:</u></b></p> <p><b><u>Exploring and developing ideas:</u></b></p> <ul style="list-style-type: none"> <li>✓ To explore the effect on paint of adding water, glue, sand and saw dust</li> </ul> <p><b><u>Investigating and making art:</u></b></p> <ul style="list-style-type: none"> <li>✓ To mix colours using knowledge of primary and secondary colours</li> <li>✓ To use different types of brushes for a specific effect</li> </ul> <p><b><u>Evaluating and developing art:</u></b></p> <ul style="list-style-type: none"> <li>✓ To identify similarities and differences between own work and others</li> <li>✓ To identify aspects that could be improved and suggest solutions</li> </ul> <p><b>Key vocabulary:</b><br/>Brush, effect, primary, secondary, tertiary colours, wash, stroke, mixing, tones, feelings</p> | <p><b><u>Topic link: Rocks</u></b></p> <p><b><u>Media:</u></b></p> <ul style="list-style-type: none"> <li>✓ Drawing</li> </ul> <p><b><u>Appreciation:</u></b></p> <p><b><u>Artist:</u></b> Turner</p> <ul style="list-style-type: none"> <li>✓ To explore the mood and effect of a piece of art</li> <li>✓ To use parts of an artist's work as inspirations</li> </ul> <p><b><u>Exploring and developing ideas:</u></b></p> <ul style="list-style-type: none"> <li>✓ To draw in scale applying rules of perspective</li> <li>✓ To draw using coloured media with increasing accuracy</li> </ul> <p><b><u>Investigating and making art:</u></b></p> <ul style="list-style-type: none"> <li>✓ To make quick studies from first hand observation</li> </ul> <p><b><u>Evaluating and developing art:</u></b></p> <ul style="list-style-type: none"> <li>✓ To modify and improve my work as it progresses</li> <li>✓ To discuss where ideas have developed from including links with artists studied</li> </ul> <p><b>Key vocabulary:</b><br/>Perspective, observation, scale, tone, light and dark, blending</p> |
| Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>Creating an Ancient Sumer piece of clothing .</p> <p>Work with a textile artist to create a picture in the style of Sarah Walton.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Completing the next part of their colour wheel</p> <p>Creating a painting of an endangered habitat</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Sketchbook observational drawings of rock formations eg cliff faces.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

## Upper Key Stage 2 (Years 5 and 6)

### Year A

| Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p><b><u>Topic link: Earth and Space</u></b></p> <p><b><u>Media:</u></b></p> <ul style="list-style-type: none"> <li>✓ Painting</li> </ul> <p><b><u>Appreciation:</u></b></p> <p><b><u>Artist:</u></b> Robert McCall</p> <ul style="list-style-type: none"> <li>✓ To consider the purpose of the art</li> <li>✓ To use art as an stimulus for their own art explaining where inspiration was sought from</li> </ul> <p><b><u>Skills</u></b></p> <p><b><u>Exploring and developing ideas:</u></b></p> <ul style="list-style-type: none"> <li>✓ Explore different painting techniques to express mood or emotion</li> </ul> <p><b><u>Investigating and making art:</u></b></p> <ul style="list-style-type: none"> <li>✓ Use a range of tools to apply paint to different surfaces</li> <li>✓ Investigate the effect of light and colour, texture and tone on natural and manmade objects</li> </ul> <p><b><u>Evaluating and developing art:</u></b></p> <ul style="list-style-type: none"> <li>✓ To explain and give reasons why art techniques were chosen</li> <li>✓ To refine and adapt work to reflect the intended purpose</li> </ul> <p><b><u>Key vocabulary:</u></b><br/>Surfaces, techniques, refine, tone, effect, mixing, shade, natural, mood, emotion, manmade</p> | <p><b><u>Topic link: The World Wars</u></b></p> <p><b><u>Media:</u></b></p> <ul style="list-style-type: none"> <li>✓ Printing</li> </ul> <p><b><u>Appreciation:</u></b></p> <p><b><u>Artist:</u></b> Andy Warhol</p> <ul style="list-style-type: none"> <li>✓ To understand how artists work has developed</li> <li>✓ To understand where artists inspiration has come from and how this has influenced their own</li> <li>✓ To use art as an stimulus for their own art explaining where inspiration was sought from</li> </ul> <p><b><u>Exploring and developing ideas:</u></b></p> <ul style="list-style-type: none"> <li>✓ Investigate the different effectives of working negatively and positively</li> </ul> <p><b><u>Investigating and making art:</u></b></p> <ul style="list-style-type: none"> <li>✓ To create a clean edge print</li> <li>✓ Explore making a repeating pattern</li> </ul> <p><b><u>Evaluating and developing art:</u></b></p> <ul style="list-style-type: none"> <li>✓ To discuss the overall effect of the finished product</li> <li>✓ To describe the design process and justify why techniques and effects were used</li> </ul> <p><b><u>Key vocabulary:</u></b><br/>Squeegee, negative image, positive image, pressure, screen, print, stencil, image, effect</p> | <p><b><u>Topic Link: North America</u></b></p> <p><b><u>Media:</u></b></p> <ul style="list-style-type: none"> <li>✓ Textiles</li> </ul> <p><b><u>Appreciation:</u></b></p> <p><b><u>Artist:</u></b> Tye Dye Mary/Phillip Brown</p> <ul style="list-style-type: none"> <li>✓ To understand how artists work has developed</li> <li>✓ To understand where artists inspiration has come from and how this has influenced their own</li> <li>✓ To use art as an stimulus for their own art explaining where inspiration was sought from</li> </ul> <p><b><u>Exploring and developing ideas:</u></b></p> <ul style="list-style-type: none"> <li>✓ To explore the effect of plaiting, pinning, stapling on the design</li> </ul> <p><b><u>Investigating and making art:</u></b></p> <ul style="list-style-type: none"> <li>✓ To dye fabrics and use a variety of tie-dye techniques to control and create a fabric image</li> </ul> <p><b><u>Evaluating and developing art:</u></b></p> <ul style="list-style-type: none"> <li>✓ To discuss the overall effect of the finished product</li> <li>✓ To describe the design process and justify why techniques and effects were used</li> </ul> <p><b><u>Key vocabulary:</u></b><br/>Control, plaiting, pinning, stapling, design, image, effect, spiral, polka dot, stripes</p> |
| <b>Summary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>Drawing of planets and space linked to Music appreciation Holst Planets</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• WW2 propaganda posters</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Making clothing for the leavers party</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

## Upper Key Stage 2 (Years 5 and 6)

### Year B

| Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><b><u>Topic link: Animals including humans</u></b></p> <p><b><u>Media:</u></b></p> <ul style="list-style-type: none"> <li>✓ Drawing</li> </ul> <p><b><u>Appreciation:</u></b></p> <p><b><u>Artist:</u></b> Carol Lambert</p> <ul style="list-style-type: none"> <li>✓ To understand how artists work has developed</li> <li>✓ To understand where artists inspiration has come from and how this has influenced their own</li> <li>✓ To use art as an stimulus for their own art explaining where inspiration was sought from</li> </ul> <p><b><u>Exploring and developing ideas:</u></b></p> <ul style="list-style-type: none"> <li>✓ To explore how blending can add tone, shadow and depth to a picture</li> </ul> <p><b><u>Investigating and making art:</u></b></p> <ul style="list-style-type: none"> <li>✓ To select appropriate media to achieve a specific effect</li> </ul> <p><b><u>Evaluating and developing art:</u></b></p> <ul style="list-style-type: none"> <li>✓ To discuss the overall effect of the finished product</li> <li>✓ To describe the design process and justify why techniques and effects were used</li> </ul> <p><b>Key vocabulary:</b><br/>Blending, charcoal, pastel, shadow, tones, media, effect techniques</p> | <p><b><u>Topic link: Mayans</u></b></p> <p><b><u>Media</u></b></p> <ul style="list-style-type: none"> <li>✓ Paper and paste</li> </ul> <p><b><u>Appreciation:</u></b></p> <p><b><u>Artist:</u></b> Michelle Reader</p> <ul style="list-style-type: none"> <li>✓ To consider the purpose of the art</li> <li>✓ To use art as a stimulus for their own art explaining where inspiration was sought from</li> </ul> <p><b><u>Skills</u></b></p> <p><b><u>Exploring and developing ideas:</u></b></p> <ul style="list-style-type: none"> <li>✓ To create shapes using scrunched, torn and plaited paper</li> <li>✓ Explore different ways of attaching paper to create a form.</li> <li>✓ Use paper mache to create different textures of covering.</li> </ul> <p><b><u>Investigating and making art:</u></b></p> <ul style="list-style-type: none"> <li>✓ To skilfully use papier mache to create a smooth covering</li> <li>✓ To create a 3D model for a specific purpose</li> </ul> <p><b><u>Evaluating and developing art:</u></b></p> <ul style="list-style-type: none"> <li>✓ To explain and give reasons why art techniques were chosen</li> <li>✓ To refine and adapt work to reflect the intended purpose</li> </ul> <p><b>Key vocabulary:</b><br/>Papier mache, form, covering, detail, structure, rolled, scrunched</p> | <p><b><u>Topic link: Mayans</u></b></p> <p><b><u>Media:</u></b></p> <ul style="list-style-type: none"> <li>✓ Clay</li> </ul> <p><b><u>Appreciation:</u></b></p> <p><b><u>Artist:</u></b> Ruth Duckworth</p> <ul style="list-style-type: none"> <li>✓ To consider the purpose of the art</li> <li>✓ To use art as an stimulus for their own art explaining where inspiration was sought from</li> </ul> <p><b><u>Skills</u></b></p> <p><b><u>Exploring and developing ideas:</u></b></p> <ul style="list-style-type: none"> <li>✓ Explore different joining techniques</li> <li>✓ Explore how to smooth clay skilfully</li> </ul> <p><b><u>Investigating and making art:</u></b></p> <ul style="list-style-type: none"> <li>✓ To combine techniques taught to create a vase</li> <li>✓ To skilfully add a pattern and texture using clay tools</li> </ul> <p><b><u>Evaluating and developing art:</u></b></p> <ul style="list-style-type: none"> <li>✓ To explain and give reasons why art techniques were chosen</li> <li>✓ To refine and adapt work to reflect the intended purpose</li> </ul> <p><b>Key vocabulary:</b><br/>Case, coil, wrap, smooth, form, join, roll, manipulate, texture, tools</p> |

| <b>Summary</b>              |                     |                    |
|-----------------------------|---------------------|--------------------|
| Drawing birds and skeletons | Create a Mayan Mask | Making a coil vase |