

St Charles' VC Academy



Art Long Term Plan and Skills Progression



Whole School Overview

	Autumn	Spring	Summer
Year 1	Drawing / Painting	Collage / Printing	Textiles
Year 2	Printing/ Textiles	Drawing	Sculpture / Painting
Year 3	Drawing/ Collage	Painting/Printing	3D
Year 4	Collage	Drawing	Painting
Year 5	Textile	Printing-	3D
Year 6	Drawing/ Painting	3D	Collage / Use of It



Year 1 Overview

Drawing	Coverage with Year 1 Curriculum	Painting	Coverage within Year 1 curriculum
*Can they communicate something about themselves in their drawing? *Can they create moods in their drawing? *Can they draw using pencils and crayons?	Autumn 'All About Me'	*Can they communicate something about themselves in their painting? *Can they create moods in their painting? *Can they choose to use thick and thin brushes as appropriate?	Autumn 'All About Me'
*Can they draw using lines of different shapes and thickness, using 2 different grades of pencils?	Through explicit skills lesson leading to observational drawing.	*Can they paint a picture of something they can see? *Can they name the primary and secondary colours?	
Printing	Coverage within Year 1 curriculum	Textiles	Coverage within Year 1 curriculum
*Can they print with sponges, vegetables and fruit? *Can they print onto paper and textile? *Can they design their own printing block? *Can they create a repeating pattern?	Spring – Link to science 'plants' and history 'Fire of London'	*Can they sort threads and fabrics? *Can they group fabrics and threads by colour and texture? *Can they weave with fabric and thread?	Summer - Link to History/Geography topics– River Hull / Sea
3D	Coverage within Year 1 curriculum	Collage	Coverage within Year 1 curriculum
*Can they add texture by using tools? *Can they make different kinds of shapes? *Can they cut, roll and coil materials such as clay, dough and plasticine?	Not covered – Ensure coverage met in Year 2 Summer 1	*Can they cut and tear paper and card for their collages? *Can they gather and sort the materials they will need?	Spring – Link to science 'plants' and history 'Fire of London'
Use of IT	Coverage within Year 1 Curriculum	Knowledge	Coverage within Year 1 Curriculum
*Can they use a simple painting program to create a picture? *Can they use tools like fill and brushes in a painting package? *Can they go back and change their picture?	Autumn 'All About Me'	*Can they describe what they can see and like in the work of another artist? *Can they ask sensible questions about a piece of art?	Throughout



Year 1 - Teaching Units

Autumn	Content/KSU	Suggested Activities
<p>All About Me (drawing and painting)</p>	<ul style="list-style-type: none"> *Can they communicate something about themselves in their drawing? *Can they communicate something about themselves in their painting? *Can they paint a picture of something they can see? *Can they use a simple painting program to create a picture? *Can they use tools like fill and brushes in a painting package? *Can they go back and change their picture? *Can they describe what they can see and like in the work of another artist? *Can they ask sensible questions about a piece of art? <p>Links to work of other artists: Roy Lichtenstein Observational drawing: Items that represent 'them'</p>	<p>Self-portraits in a pop-art style, paintings and by using ICT. Drawings and paintings that represent them.</p>
Spring	Content/KSU	Suggested Activities
<p>Collage/Printing – Link to Science 'Plants' / History 'Fire of London'</p>	<ul style="list-style-type: none"> *Can they cut and tear paper and card for their collages? *Can they gather and sort the materials they will need? (Year 2 objectives) *Can they create individual and group collages? *Can they use different types of materials on their collage and explain why they have chosen them? *Can they use repeated patterns in their collage? *Can they print with sponges, vegetables and fruit? *Can they print onto paper and textile? *Can they design their own printing block? *Can they create a repeating pattern? *Can they describe what they can see and like in the work of another artist? *Can they ask sensible questions about a piece of art? <p>Links to work of other artists: Observational drawing: A tree</p> <ul style="list-style-type: none"> *Can they draw using lines of different shapes and thickness, using 2 different grades of pencils? 	<p>Individual and group collages using natural materials/card.</p> <p>Observe and design natural shapes to use in printing. Create a printed repeating pattern.</p> <p>Drawing skills lesson exploring different lines and shapes that can be created with HB and 2B pencils.</p>



Summer 2	Content/KSU	Suggested Activities
<p>Textiles- Link to History/Geography topics- River Hull / Sea</p>	<ul style="list-style-type: none">* Can they sort threads and fabrics?* Can they group fabrics and threads by colour and texture?* Can they weave with fabric and thread?* Can they describe what they can see and like in the work of another artist?* Can they ask sensible questions about a piece of art? <p>Links to work of other artists: Locally named practitioners/carpet companies</p> <p>Observational drawing:</p>	<p>Create pieces of woven that are inspired by water</p> <p>Explore and experiment with colour and texture in their woven pieces of artwork.</p>



Year 2 Overview

Drawing	Coverage within Year 2 curriculum	Painting	Coverage within Year 2 curriculum
<ul style="list-style-type: none"> * Can they use three different grades of pencil in their drawing? (4B, HB, 8B)? * Can they use charcoal, pencil and pastels? * Can they create different tones using light and dark? * Can they show patterns and texture in their drawing? * Can they use a viewfinder to focus on a specific part of an artefact before drawing it? 	Cycle 1 – Fire of London Cycle 2 – What lies beyond the sea? Through skills based drawing lessons linked to observational drawing.	<ul style="list-style-type: none"> * Can they mix paint to create all the secondary colours? * Can they mix and match colours and predict outcomes? * Can they mix their own brown? * Can they make tints by adding white? * Can they make tones by adding black? 	Summer - Skills based painting lessons
Printing / Textiles	Coverage within Year 2 curriculum	3D	Coverage within Year 2 curriculum
<ul style="list-style-type: none"> * Can they create a print using pressing, rolling, rubbing and stamping? * Can they create a print like a designer? <li style="color: orange;">* Can they join fabrics using glue? <li style="color: orange;">* Can they sew fabrics together? <li style="color: orange;">* Can they create part of a class patchwork? 	Cycle 1 – Science – ‘Animals including humans’ Cycle 2 - Link to geography ‘Can girls fly?’	<ul style="list-style-type: none"> * Can they make a clay pot? * Can they join two finger pots together? * Can they add line and shape to their work? 	Summer
Sketchbooks	Coverage within Year 2 curriculum	Collage	Coverage within Year 2 curriculum
<ul style="list-style-type: none"> * Can they begin to demonstrate their ideas through photographs and in their sketchbooks? * Can they set out their ideas using annotation in their sketchbooks? * Do they keep notes in their sketchbooks as to how they have changed their work? 	Throughout	<ul style="list-style-type: none"> * Can they create individual and group collages? * Can they use different types of materials on their collage and explain why they have chosen them? * Can they use repeated patterns in their collage? 	Not covered- Ensure coverage met in year 1 Spring
Use of IT	Coverage within Year 2 curriculum	Knowledge	Coverage within Year 2 curriculum
<ul style="list-style-type: none"> * Can they create a picture independently? * Can they use simple IT mark-making tools, e.g. brush and pen tools? * Can they edit their own work? * Can they take different photographs of themselves displaying different moods? * Can they change their photographic images on a computer? 		<ul style="list-style-type: none"> * Can they link colours to natural and man-made objects? * Can they say how other artists have used colour, pattern and shape? * Can they create a piece of work in response to another artist’s work? 	Throughout



Year 2 - Teaching Units

Autumn	Content/KSU	Suggested Activities
<p>Printing/ Textiles –</p> <p>Cycle 1 – Science – ‘Animals including humans’</p> <p>Cycle 2 - Link to geography ‘Can girls fly?’</p>	<ul style="list-style-type: none"> * Can they create a print using pressing, rolling, rubbing and stamping? * Can they create a print like a designer? * Can they sew fabrics together? * Can they create part of a class patchwork? * Can they say how other artists have used colour, pattern and shape? * Can they create a piece of work in response to another artist’s work? * Can they begin to demonstrate their ideas through photographs and in their sketchbooks? * Can they set out their ideas using annotation in their sketchbooks? <p>Do they keep notes in their sketchbooks as to how they have changed their work?</p> <p>Links to work of other artists: Australian art (Anthony Turnbull)</p> <p>Observational drawing: Skills based lessons covering drawing:</p> <ul style="list-style-type: none"> * Can they show patterns and texture in their drawing? * Can they use a viewfinder to focus on a specific part of an artefact before drawing it? <p>(Could come in any term- link to topic artefacts?)</p>	<p>Cycle 1 – Look at different animals and create prints of animals and sew to make a class patchwork.</p> <p>Cycle 2 - Look at Australian art, produce own patterns and designs. Create prints onto fabric and sew to make a class Australian-inspired patchwork</p>
<p>Spring</p> <p>Van Gogh (drawing) –</p> <p>Cycle 1 – Fire of London</p> <p>Cycle 2 – What lies beyond the sea?</p>	<ul style="list-style-type: none"> * Can they use three different grades of pencil in their drawing? (4B, HB, 8B)? * Can they use charcoal, pencil and pastels? * Can they create different tones using light and dark? * Can they say how other artists have used colour, pattern and shape? (Colour particularly in this unit) * Can they create a piece of work in response to another artist’s work? * Can they begin to demonstrate their ideas through photographs and in their sketchbooks? * Can they set out their ideas using annotation in their sketchbooks? <p>Do they keep notes in their sketchbooks as to how they have changed their work?</p> <p>Links to work of other artists: Van Gogh</p>	<p>Cycle 1 – painting of London fire scene in style of Van Gogh’s ‘A Starry Night’</p> <p>Cycle 2 - Painting of water scene in style of Van Gogh’s ‘A Starry night’</p>



Summer 1	Content/KSU	Suggested Activities
<p data-bbox="108 293 236 329"><i>Sculpture</i></p> <p data-bbox="108 651 379 719">Skills based <i>painting</i> lessons</p>	<p data-bbox="443 293 671 329"><i>(Year 1 objectives)</i></p> <ul data-bbox="443 331 1102 577" style="list-style-type: none"><i>* Can they add texture by using tools?</i><i>* Can they make different kinds of shapes?</i><i>* Can they cut, roll and coil materials such as clay, dough and plasticine?</i><i>* Can they make a clay pot?</i><i>* Can they join two finger pots together?</i><i>* Can they add line and shape to their work?</i> <ul data-bbox="443 651 1150 1189" style="list-style-type: none"><i>* Can they mix paint to create all the secondary colours?</i><i>* Can they mix and match colours and predict outcomes?</i><i>* Can they mix their own brown?</i><i>* Can they make tints by adding white?</i><i>* Can they make tones by adding black?</i><i>* Can they link colours to natural and man-made objects?</i><i>* Can they begin to demonstrate their ideas through photographs and in their sketchbooks?</i><i>* Can they set out their ideas using annotation in their sketchbooks?</i> <p data-bbox="443 1122 1150 1189"><i>Do they keep notes in their sketchbooks as to how they have changed their work?</i></p>	<p data-bbox="1187 293 1469 427">Explore manipulation of plasticine to begin, using hands and tools.</p> <p data-bbox="1187 439 1485 573">Create a clay pot. Use tools to add pattern and line to the pot.</p> <p data-bbox="1187 651 1437 719">Draw and paint a UK/Hull landmark.</p>



Year 3 Overview

Drawing	Coverage within Year 3 curriculum	Painting	Coverage within Year 3 curriculum
<ul style="list-style-type: none"> * Can they show facial expressions in their drawings? * Can they use their sketches to produce a final piece of work? * Can they write an explanation of their sketch in notes? * Can they use different grades of pencil shade to show different tones and texture? 	<p>Not covered- ensure coverage met through year 4 spring.</p> <p>Autumn - Linked to History unit Cycle 1 – Romans Cycle 2 - Egyptians Through skills lessons linked to observational drawing.</p>	<ul style="list-style-type: none"> * Can they predict with accuracy the colours that they mix? * Do they know where each of the primary and secondary colours sits on the colour wheel? * Can they create a background using a wash? * Can they use a range of brushes to create different effects? 	<p>Spring - Cycle 1 – Andy Warhol – Pop art of WW2 vehicles Cycle 2 – Link to History – Mayans</p>
Printing	Coverage within Year 3 curriculum	3D/ Textiles	Coverage within Year 3 curriculum
<ul style="list-style-type: none"> * Can they make a printing block? * Can they make a 2-colour print? 	<p>Spring - Cycle 1 – Andy Warhol – Pop art of WW2 vehicles Cycle 2 – Link to History – Mayans</p>	<ul style="list-style-type: none"> * Can they add onto their work to create texture and shape? * Can they work with life-size materials? * Can they create pop-ups? * Can they use more than one type of stitch? * Can they join fabric together to form a quilt using padding? * Can they use sewing to add detail to a piece of work? * Can they add texture to a piece of work? 	<p>Summer - Link to history – Cycle 1 – Vikings Cycle 2 – Bronze Age</p> <p>Not covered- ensure coverage met in year 5 Autumn</p>
Sketchbooks	Coverage within Year 3 curriculum	Collage	Coverage within Year 3 curriculum
<ul style="list-style-type: none"> * Can they use their sketchbooks to express feelings about a subject and to describe likes and dislikes? * Can they make notes in their sketchbooks about techniques used by artists? * Can they suggest improvements to their work by keeping notes in their sketchbooks? 	<p>Throughout</p>	<ul style="list-style-type: none"> * Can they cut very accurately? Can they overlap materials? * Can they experiment using different colours? * Can they use mosaic? * Can they use montage? 	<p>Autumn - Linked to History unit Cycle 1 – Romans Cycle 2 - Egyptians</p>
Use of IT	Coverage within Year 3 curriculum	Knowledge	Coverage within Year 3 curriculum
<ul style="list-style-type: none"> * Can they use the printed images they take with a camera and combine them with other media to produce artwork? * Can they use IT programs to create a piece of artwork that includes their own work and that of others (using web?) * Can they use the web to research an artist or style of art? 	<p>Not covered- ensure coverage met in year 4 Spring</p>	<ul style="list-style-type: none"> * Can they compare the work of different artists? * Can they explore work from other cultures? * Can they explore work from other periods of time? * Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work? 	<p>Spring - Cycle 1 – Andy Warhol – Pop art of WW2 vehicles Cycle 2 – Link to History – Mayans</p>



Year 3 - Teaching Units

Autumn	Content/KSU	Suggested Activities
<p><i>Drawing/ Collage</i></p> <p>Linked to History unit Cycle 1 – Romans Cycle 2 - Egyptians</p>	<ul style="list-style-type: none"> * <i>Can they use their sketches to produce a final piece of work?</i> * <i>Can they write an explanation of their sketch in notes?</i> * <i>Can they cut very accurately?</i> * <i>Can they overlap materials?</i> * <i>Can they experiment using different colours?</i> * <i>Can they use mosaic?</i> * <i>Can they use montage?</i> * <i>Can they use their sketchbooks to express feelings about a subject and to describe likes and dislikes?</i> * <i>Can they make notes in their sketchbooks about techniques used by artists?</i> * <i>Can they suggest improvements to their work by keeping notes in their sketchbooks?</i> <p>Links to work of other artists: Observational drawing:</p> <ul style="list-style-type: none"> * <i>Can they use different grades of pencil shade to show different tones and texture?</i> 	<p>Pattern/collage work linked to a History</p> <p>Cycle 1 – Roman bath floor tiles/mosaic Cycle 2 – Egyptian mosaic/patterns</p>
<p>Spring</p>	<p>Content/KSU</p>	<p>Suggested Activities</p>
<p><i>Painting/printing</i></p> <p>Cycle 1 – Andy Warhol – Pop art of WW2 vehicles Cycle 2 – Link to History – Mayans</p>	<ul style="list-style-type: none"> * <i>Can they predict with accuracy the colours that they mix?</i> * <i>Do they know where each of the primary and secondary colours sits on the colour wheel?</i> * <i>Can they create a background using a wash?</i> * <i>Can they use a range of brushes to create different effects?</i> <ul style="list-style-type: none"> * <i>Can they make a printing block?</i> * <i>Can they make a 2-colour print?</i> <ul style="list-style-type: none"> * <i>Can they use their sketchbooks to express feelings about a subject and to describe likes and dislikes?</i> * <i>Can they make notes in their sketchbooks about techniques used by artists?</i> * <i>Can they suggest improvements to their work by keeping notes in their sketchbooks?</i> * <i>Can they compare the work of different artists?</i> * <i>Can they explore work from other cultures?</i> * <i>Can they explore work from other periods of time?</i> * <i>Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?</i> <p>Links to work of other artists: Andy Warhol Observational drawing:</p>	<p>Cycle 1 – pop art of WW2 vehicles (Marilyn Monroe style) Cycle 2 - Mayan inspired prints/paintings Exploration of colour in art from Mayans</p>



Summer	Content/KSU	Suggested Activities
3D Link to history – Cycle 1 – Vikings Cycle 2 – Bronze Age	<p><i>* Can they add onto their work to create texture and shape?</i></p> <p><i>* Can they work with life-size materials?</i></p> <p><i>Year 4 Objectives –</i></p> <p><i>* Do they experiment with and combine materials and processes to design and make 3D forms?</i></p> <p><i>* Can they begin to sculpt clay and other mouldable materials?</i></p> <p><i>* Can they use their sketchbooks to express feelings about a subject and to describe likes and dislikes?</i></p> <p><i>* Can they make notes in their sketchbooks about techniques used by artists?</i></p> <p><i>* Can they suggest improvements to their work by keeping notes in their sketchbooks?</i></p> <p>Links to work of other artists:</p> <p>Observational drawing:</p>	Mod Roc Viking/Bronze Age inspired sculptures.



Year 4 Overview

Drawing	Coverage within Year 4 curriculum	Painting	Coverage within Year 4 curriculum
<ul style="list-style-type: none"> * Can they identify and draw simple objects, and use marks and lines to produce texture? * Can they show reflections? * Can they organise line, tone, shape and colour to represent figures and forms in movement? * Can they explain why they have chosen specific materials to draw with? * Can they begin to show facial expressions and body language in their sketches? 	<p>Through observational drawing skills lessons</p> <p>Link to History – Cycle 1 – War images (facial expression focus) Cycle 2 – Self Portraits in the style of Freda Kahlo</p>	<ul style="list-style-type: none"> * Can they create all the colours they need? * Can they create mood in their paintings? * Do they successfully use shading to create mood and feeling? 	<p>Summer – Artist study – David Hockney</p>
Printing	Coverage within Year 4 curriculum	3D/ Textiles	Coverage within Year 4 curriculum
<ul style="list-style-type: none"> * Can they print using at least four colours? * Can they create an accurate print design? * Can they print onto different materials? 	<p>Not covered-ensure coverage met in year 5 Spring</p>	<ul style="list-style-type: none"> * Do they experiment with and combine materials and processes to design and make 3D forms? * Can they begin to sculpt clay and other mouldable materials? Can they use early textile and sewing skills as part of a project? 	<p>Not covered-ensure coverage met through year 3 Summer</p> <p>Through DT unit 'money containers'</p>
Sketchbooks	Coverage within Year 4 curriculum	Collage	Coverage within Year 4 curriculum
<ul style="list-style-type: none"> * Can they use their sketchbooks to express their feelings about various subjects and outline likes and dislikes? * Can they produce a montage all about themselves? * Do they use their sketchbooks to adapt and improve their original ideas? * Do they keep notes about the purpose of their work in their sketchbooks? 	<p>Throughout</p>	<ul style="list-style-type: none"> * Can they use ceramic mosaic to produce a piece of art? * Can they combine visual and tactile qualities? 	<p>Autumn- Link to history 'Why were the Romans so powerful?'</p>
Use of IT	Coverage within Year 4 curriculum	Knowledge	Coverage within Year 4 curriculum
<ul style="list-style-type: none"> * Can they present a collection of their work on a slide show? * Can they create a piece of art work which includes the integration of digital images they have taken? * Can they combine graphics and text based on their research? 	<p>Spring-</p>	<ul style="list-style-type: none"> * Can they experiment with different styles which artists have used? * Can they explore art from other periods of history? 	<p>Throughout</p>



Year 4 - Teaching Units

Autumn	Content/KSU	Suggested Activities
<p>Collage- Link to history 'Why were the Romans so powerful?'</p>	<p>* Can they use ceramic mosaic to produce a piece of art? <i>Year 5 Objectives -</i></p> <p>* Can they use ceramic mosaic to produce a piece of art? * Can they combine visual and tactile qualities?</p> <p>* Can they use their sketchbooks to express their feelings about various subjects and outline likes and dislikes? * Can they produce a montage all about themselves? *Do they use their sketchbooks to adapt and improve their original ideas? * Do they keep notes about the purpose of their work in their sketchbooks?</p> <p>* Can they explore art from other periods of history? Links to work of other artists: Observational drawing:</p>	<p>Roman inspired ceramic mosaic</p>
Spring	Content/KSU	Suggested Activities
<p>Drawing Link to History – Cycle 1 – War images (facial expression focus) Cycle 2 – Self Portraits in the style of Freda Kahlo</p>	<p><i>Year 3 objectives</i></p> <p>* Can they show facial expressions in their drawings? * Can they use their sketches to produce a final piece of work? * Can they write an explanation of their sketch in notes? * Can they begin to show facial expressions and body language in their sketches? * Can they organise line, tone, shape and colour to represent figures and forms in movement? * Can they explain why they have chosen specific materials to draw with?</p> <p><i>Year 5 objectives</i></p> <p>*Can they organise line, tone, shape and colour to represent figures and forms in movement? * Can they show reflections? * Can they explain why they have chosen specific materials to draw with?</p> <p><i>Year 3 objective</i></p> <p>* Can they use the printed images they take with a camera and combine them with other media to produce artwork? * Can they create a piece of art work which includes the integration of digital images they have taken?</p> <p>* Can they use their sketchbooks to express their feelings about various subjects and outline likes and dislikes? * Can they produce a montage all about themselves? *Do they use their sketchbooks to adapt and improve their original ideas? * Do they keep notes about the purpose of their work in their sketchbooks?</p> <p>Links to work of other artists: Dinah Roe Kendall / Frida Kahlo Observational drawing: Facial expressions/moving figures</p>	<p>Cycle 1 – Studies of facial expressions to draw WW2 scene with focus on facial expression (Dinah Roe Kendall) Cycle 2 - Studies of facial expressions and self portraits – Freda Kahlo</p>



Summer	Content/KSU	Suggested Activities
<p>Painting- Linked to an artist - David Hockney (landscapes)</p>	<ul style="list-style-type: none">* Can they create all the colours they need?* Can they create mood in their paintings?* Do they successfully use shading to create mood and feeling? * Can they use their sketchbooks to express their feelings about various subjects and outline likes and dislikes?* Can they produce a montage all about themselves?* Do they use their sketchbooks to adapt and improve their original ideas?* Do they keep notes about the purpose of their work in their sketchbooks?	<p>Landscape work exploring colour/mood in the style of an artist. (David Hockney)</p>



Year 5 Overview

Drawing	Coverage within Year 5 curriculum	Painting	Coverage within Year 5 curriculum
<ul style="list-style-type: none"> * Can they identify and draw simple objects, and use marks and lines to produce texture? * Do they successfully use shading to create mood and feeling? * Can they organise line, tone, shape and colour to represent figures and forms in movement? * Can they show reflections? * Can they explain why they have chosen specific materials to draw with? 	<p>Explicit observational drawing skills sessions</p> <p>Not covered- ensure coverage met through year 4 Spring</p>	<ul style="list-style-type: none"> * Can they create all of the colours they need? * Can they create mood in their paintings? * Can they express their emotions accurately through their painting and sketches? 	Spring
Printing	Coverage within Year 5 curriculum	3D/ Textiles	Coverage within Year 5 curriculum
<ul style="list-style-type: none"> * Can they print using a number of colours? * Can they create an accurate print design that meets a given criteria? * Can they print onto different materials? 	<p>Spring – Linked to History – Cycle 1 – WW2 – fishing industry inspired</p> <p>Cycle 2 – Mayan inspired paintings and prints</p>	<ul style="list-style-type: none"> * Do they experiment with and combine materials and processes to design and make 3D form? * Can they sculpt clay and other mouldable materials? * Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc? This could include running stitch, cross stitch, back stitch, appliqué and/or embroidery. 	<p>Summer - Link to history</p> <p>Cycle 1 – Vikings</p> <p>Cycle 2 – Skara Brae</p> <p>Link to History – Cycle 1 – Romans</p> <p>Cycle 2 - Egyptians</p>
Sketchbooks	Coverage within Year 5 curriculum	Collage	Coverage within Year 5 curriculum
<ul style="list-style-type: none"> * Do they keep notes in their sketchbooks as to how they might develop their work further? * Do they use their sketchbooks to compare and discuss their ideas with others? 	Throughout	<ul style="list-style-type: none"> * Can they use ceramic mosaic to produce a piece of art? * Can they combine visual and tactile qualities? 	Not covered- ensure coverage met through year 4 Autumn
Use of IT	Coverage within Year 5 curriculum	Knowledge	Coverage within Year 5 curriculum
<ul style="list-style-type: none"> * Can they create a piece of artwork that includes the integration of digital images they have taken? * Can they combine graphics and text based on their research? * Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning? * Can they create digital images with animation, video and sound to communicate their ideas? 	<p>Not covered- ensure coverage met in year 6 Summer</p> <p>Through ICT unit</p>	<ul style="list-style-type: none"> * Can they experiment with different styles which artists have used? * Do they learn about the work of others by looking at their work in books, the internet, visits to galleries and other sources of information? 	Throughout



Year 5 - Teaching Units

Autumn	Content/KSU	Suggested Activities
<p><i>Textiles</i> Link to History – Cycle 1 – Romans Cycle 2 – Egyptians</p>	<p><i>Year 3 objectives</i> * Can they use more than one type of stitch? * Can they join fabric together to form a quilt using padding? * Can they use sewing to add detail to a piece of work? * Can they add texture to a piece of work? * Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc? This could include running stitch, cross stitch, back stitch, appliqué and/or embroidery. <i>Year 6 objectives</i> * Can they include both visual and tactile elements in their work?</p> <p>* Do they keep notes in their sketchbooks as to how they might develop their work further? * Do they use their sketchbooks to compare and discuss their ideas with others?</p>	<p>Create a textile decorative hanging around a chosen theme. Cycle 1 – Romans Cycle 2 – Egyptians</p> <p>Faith Ringgold – quilts to tell stories</p>
Spring	Content/KSU	Suggested Activities
<p>Printing-</p>	<p><i>(Year 4 objectives)</i> * Can they print using at least four colours? * Can they create an accurate print design? * Can they print onto different materials? * Can they print using a number of colours? * Can they create an accurate print design that meets a given criteria? * Can they print onto different materials?</p> <p><i>(Year 6 objectives)</i> * Can they overprint using different colours? * Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?</p> <p>* Can they create all of the colours they need? * Can they create mood in their paintings? * Can they express their emotions accurately through their painting and sketches?</p> <p>* Do they keep notes in their sketchbooks as to how they might develop their work further? * Do they use their sketchbooks to compare and discuss their ideas with others?</p>	<p>Cycle 1 – WW2 – fishing industry inspired Cycle 2 – Mayan inspired paintings and prints</p>



Summer	Content/KSU	Suggested Activities
<p>3D- Link to history Cycle 1 – Vikings Cycle 2 – Skara Brae</p>	<p>* Do they experiment with and combine materials and processes to design and make 3D form? * Can they sculpt clay and other mouldable materials?</p> <p>* Do they keep notes in their sketchbooks as to how they might develop their work further? * Do they use their sketchbooks to compare and discuss their ideas with others?</p> <p>Links to work of other artists: Observational drawing: Carved Stone balls found at Skara Brae</p> <p>* Can they identify and draw simple objects, and use marks and lines to produce texture?</p>	<p>Cycle 1 – Viking warrior shields / helmets Cycle 2 – Carved Stone balls found at Skara Brae</p>



Year 6 Overview

Drawing	Coverage within Year 6 curriculum	Painting	Coverage within Year 6 curriculum
<ul style="list-style-type: none"> * Do their sketches communicate emotions and a sense of self with accuracy and imagination? * Can they explain why they have combined different tools to create their drawings? * Can they explain why they have chosen specific drawing techniques? 	Autumn	<ul style="list-style-type: none"> * Can they explain what their own style is? * Can they use a wide range of techniques in their work? * Can they explain why they have chosen specific painting techniques? 	Autumn
Printing	Coverage within Year 6 curriculum	3D/ Textiles	Coverage within Year 6 curriculum
<ul style="list-style-type: none"> * Can they overprint using different colours? * Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods? 	Not covered-ensure coverage met through year 5 Spring	<ul style="list-style-type: none"> * Can they create models on a range of scales? * Can they create work that is open to interpretation by the audience? * Can they include both visual and tactile elements in their work? 	Spring Not covered-ensure coverage met through year 5 Autumn
Sketchbooks	Coverage within Year 6 curriculum	Collage	Coverage within Year 6 curriculum
<ul style="list-style-type: none"> * Do their sketchbooks contain detailed notes, and quotes explaining about items? * Do they compare their methods to those of others and keep notes in their sketchbooks? * Do they combine graphics and text based research of commercial design, for example magazines etc to influence the layout of their sketchbooks? * Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketchbooks? 	Throughout	<ul style="list-style-type: none"> * Can they justify the materials they have chosen? * Can they combine pattern, tone and shape? 	Summer Memories collage
Use of IT	Coverage within Year 6 curriculum	Knowledge	Coverage within Year 6 curriculum
<ul style="list-style-type: none"> * Do they use software packages to create pieces of digital art to design? * Can they create a piece of art that can be used as part of a wider presentation? 	Summer	<ul style="list-style-type: none"> * Can they make a record about the styles and qualities in their work? * Can they say what their work is influenced by? * Can they include technical aspects in their work, e.g. architectural design? 	Throughout



Year 6 - Teaching Units

Autumn	Content/KSU	Suggested Activities
Drawing/ Painting	<ul style="list-style-type: none"> * Do their sketches communicate emotions and a sense of self with accuracy and imagination? * Can they explain why they have combined different tools to create their drawings? * Can they explain why they have chosen specific drawing techniques? * Can they explain what their own style is? * Can they use a wide range of techniques in their work? * Can they explain why they have chosen specific painting techniques? * Do their sketchbooks contain detailed notes, and quotes explaining about items? * Do they compare their methods to those of others and keep notes in their sketchbooks? * Do they combine graphics and text based research of commercial design, for example magazines etc to influence the layout of their sketchbooks? * Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketchbooks? <p>Links to work of other artists: Picasso Observational drawing:</p>	still life in the style of Picasso
Spring	Content/KSU	Suggested Activities
3D Link to History	<ul style="list-style-type: none"> * Can they create models on a range of scales? * Can they create work that is open to interpretation by the audience? * Do their sketchbooks contain detailed notes, and quotes explaining about items? * Do they compare their methods to those of others and keep notes in their sketchbooks? * Do they combine graphics and text based research of commercial design, for example magazines etc to influence the layout of their sketchbooks? * Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketchbooks? <p>Links to work of other artists: Observational drawing:</p>	Cycle 1 – Link to WW2 - 3D propaganda? Cycle 2 – Mayan -gods Sculptures



Summer	Content/KSU	Suggested Activities
<p>Collage/ Use of IT (Transition work) Memories collage</p>	<ul style="list-style-type: none">* Can they justify the materials they have chosen?* Can they combine pattern, tone and shape? * Do they use software packages to create pieces of digital art to design?* Can they create a piece of art that can be used as part of a wider presentation? <i>(Year 5 objectives)</i>* Can they create a piece of artwork that includes the integration of digital images they have taken? * Do their sketchbooks contain detailed notes, and quotes explaining about items?* Do they compare their methods to those of others and keep notes in their sketchbooks?* Do they combine graphics and text based research of commercial design, for example magazines etc to influence the layout of their sketchbooks?* Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketchbooks? <p>Links to work of other artists: Observational drawing:</p>	<p>Create a memories collage combining drawn/photographed/IT produced images</p>



Focus Artists across the curriculum

A variety of artists have been chosen to focus on across the year groups to ensure a balance of styles and genres as well as cultures. Children will have the opportunity to discuss the artists work including their preferences and opinions before using them as inspiration to create their own pieces of work.

Year Group	Artist	Focus
1 – Autumn	Roy Lichtenstein (American)	Self Portraits – Pop Art
2 – Autumn	Anthony Turnbull (Australian)	Aboriginal art – animals
2 – Spring	Van Gogh (Dutch)	Use 'A Starry Night' as inspiration for fire/water pictures.
3 – Spring	Andy Warhol (American)	Pop Art – Marilyn Monroe images as inspiration)
4 – Spring	Dinah Roe Kendall (English) Frida Kahlo (Mexican)	Use their painting as inspiration for facial expressions
4 – Summer	David Hockney (British)	Landscape – use of colour to influence mood
5 – Autumn	Faith Ringgold (American)	Quilts to tell stories
6 – Autumn	Picasso (Spanish)	Still life