



# Year 1

## Overview

What makes us Super?	Why did the Dinosaurs become extinct?	What toys did children play with in the past?	Which Planet do we live on?	How does my garden grow?	Where in the world is Africa?
To begin the year, the children are introduced to Andy Warhol and the work that he created which has made him so famous today. The children follow a sequence of lessons from creating their own Pop Art Portraits, repeating patterns, to re designing the famous Soup Can and being able to articulate the bright, Art work through simple sentences.	The next Art unit is drawing and links well with our Dinosaur theme. The children make the most of their sketch books and begin to use sketching pencils. We explore our pencil grip and how we can alter the lines of thickness and shape from moving the pencil position. Once the children are ready we move onto sketching fossils and dinosaur bones using Artefacts to help us.	As this Topic focuses on Toys we use this to theme our artwork around a variety of old and modern toy pieces. The children explore printing techniques include overlapping, rotating and arranging shapes. Eventually they make shiny marbles, lego characters and fluffy teddy bears. Perfect pieces for our Toy Museum display!	In Term 4, the children look at our Solar System and learn the names of the planets. Through our Art lessons the children learn to recall the planet sizes and the colours associated with them. They use their knowledge of primary and secondary colours when painting their chosen planet. We then move onto collage Planets for a whole class project and experiment with a range of materials.	This term our focus Artist is Vincent Van Gogh and we discover the observational drawings sketched by Van Gogh through a class 'Art Gallery'. After the children have the opportunity to see a range of the famous Artists work we focus on his Sunflower painting. The children use their sketching skills to create a variety of observational flower and plant drawings.	In our final term, we get messy in Art! We use clay to create our very own African Elephant. Making sure he has large ears and a long trunk. We use key skills to score and attach the 3D elements of the masterpiece before painting them to create a finished product. Alongside this we look into traditional clothing and the contrasting patterns worn in England and Africa. We then have a go at creating our own African Kente Cloth.
<b>Focus Artist:</b> Andy Warhol		<b>Focus Artist:</b> Andy Goldsworthy		<b>Focus Artist:</b> Vincent Van Gogh	

## Sticky Vocabulary

Line, colour, form, artist, technique, style, texture, painting, drawing, English art history. landscapes, portraits, shape, pattern, design, sculpture, craft makers, colour, ceramicist, products, technique, create, difference, similarities, style, local art history, colour, print, design, artist, technique, repeated pattern, painting, style, bright, bold, worldwide art history.

## Skills

<u>Painting</u> I can use thick and thin brushes.	<u>Collage</u> I have explored and experimented with lots of collage materials.	<u>Drawing</u> I can draw lines of different shapes and thicknesses. I can draw with crayons and pencils.
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I can use ready mixed or powder paints to show my ideas.  
 I paint pictures of what I see.  
 I can name the primary and secondary colours.  
 I can say how an artist has used colour.

Drawing

I can draw lines of different shapes and thicknesses.  
 I can draw with crayons and pencils.  
 I can describe the shapes and patterns I see.  
 I can colour in neatly, following the lines very carefully.

I cut and tear paper, textiles and card for my collages.  
 I can sort and arrange collage materials for a purpose.  
 I use: Paste, Glue and other adhesives.

Computing

I use the computer to draw pictures with lines and shapes.  
 I change the pen colour and rub out to change my work.  
 I can draw my ideas and tell others what they are.  
 I respond to ideas and starting points. (Stories, rhymes, objects, the natural world).  
 I describe what I think about my own and others' work.

Printing

I use printing tools such as fruit, vegetables and sponges.  
 I can print onto fabric or paper.  
 I make my own printing blocks e.g. string patterns or Plasticine shapes.  
 I explore techniques such as repeating, overlapping, rotating and arranging shapes

I can describe the shapes and patterns I see.  
 I can colour in neatly, following the lines very carefully.

3D

I have used: Clay, Dough and Plasticine.  
 I add texture to my models using tools.  
 I make shapes from rolled up paper, straws, paper and card.  
 I cut materials, I roll materials,  
 I coil materials

Textiles

I sort threads and fabrics.  
 I group fabrics and threads by colour and texture.  
 I make weavings with fabrics or threads.  
 I make a fabric by weaving or 'teasing' out wool.  
 I look at examples of thread and textiles used to create pictures, objects or patterns. (e.g patchwork)

**Year 2**

**Overview**

<b>What was it like to live in a castle?</b>	<b>Who was Florence Nightingale?</b>	<b>Where would you go in the world?</b>	<b>What happened during The Great Fire of London?</b>	<b>What's at the bottom of your garden?</b>	<b>Who wants to be beside the seaside?</b>
During this term, we focus on drawing portraits of Queen Elizabeth II. Children first sketch the face, concentrating on the structure and where	In Year 2, children will learn to create observational drawings using different mediums. They will focus on create a 3D effect using light and dark and smudging	4 different pieces of art will be produced during this tem, using a different medium for each. Children will create landscapes of 4 different contrasting places	During The Great Fire of London, children will learn how people buried their possessions in the ground so they were not destroyed by the fire. Children will focus on	The children will using different printing techniques to design different flowers. They will look at the different shapes	This term, the seaside is our main inspiration. The children will learn to use collage to create an image, focusing on the use of colour. They will recreate their own version of 'The Great Wave of

<p>features sit in line with other features. The children then learn to use oil pastels to create the light and shadows around the face and blend the different colours together. Along with the, children use 'Textease Paint' to recreate 'Castle and Sun' using different shapes.</p>	<p>using charcoal. As we will be learning about healthy eating, children will have the opportunity to try drawing a variety of fruits and vegetables, creating the different textures.</p>	<p>around the world; London City, Sahara Desert, Amazon Rainforest and a Mediterranean beach. Children will consider proportions and sizes of different things in the landscape. They will also use primary colours to mix secondary colours in the form of water colour paints, acrylic paint, black and white charcoal and oil pastels.</p>	<p>creating a pot with representations of what is important to them. They will look at using clay tools to create textures, shapes and lines and will decorate it using paints. They will also use marbling oils to recreate a silhouetted city during the Great Fire of London, looking at the contrasts of colour in the sky and how the pattern represents the fire.</p>	<p>that could be printed and trying out different printing tools in order to do this. The children will also focus on fine sketching, looking at minibeasts and the shapes and shading using a sketching pencil.</p>	<p>Kanagawa'. This will also be the term where they learn to create puppets using different textiles. They will learn to stitch and use different fabrics to create their very own puppet!</p>
<p><b>Focus Artist:</b> Paul Klee (Castle and Sun) Andy Goldsworthy (Natural Outdoor Artist- Harvest)</p>	<p><b>Focus Artist:</b> BBC Film Crew: Our Planet, David Attenborough</p>	<p><b>Focus Artist:</b> Georgia O'keeffe (Flowers and Minibeasts) Katsushika Hokusai (The Great Wave off Kanagawa)</p>			

### Sticky Vocabulary

Line, texture, pencil, charcoal, light, dark, shadow, tone, graphite, 3D effects, observational drawing, style, shape, pattern, design, sculpture, craft makers, bold colour, ceramicist, products, technique, create, difference, similarities, style, local art history. originals, local, worldwide, colour, movement, tone, paint, figures, shape.

### Skills

<p><u>Drawing</u> I use pencils, pastels and charcoal in my drawings. I show patterns and textures in my drawings by adding dots and lines. I show different tones using coloured pencils. I make a variety of lines of different sizes, thickness and shapes.</p> <p><u>Computing</u> I use a paint program to draw pictures. I edit my work using cut, copy, paste and erase. I can describe my work using these key words: Line, Tone, Colour, Texture, Shape.</p>	<p><u>Painting</u> I mix primary colours to make secondary colours. I add white to colours make tints. I add black to colours to make tones. I know the positions of primary and secondary colours in relation to each other on the colour wheel. I link colours to natural and man-made objects.</p> <p><u>3D</u> I have made a clay pot. I have made a carving using dry clay. I have added lines and shapes to my clay work.</p>	<p><u>Printing</u> I have printed by pressing, rolling, rubbing and stamping. I have looked at print making in the environment. (e.g. wallpapers, fabrics etc) I have created a print in response to the work of an artist or designer. I have looked at how artists and designers have used colour, shapes and lines to create patterns.</p> <p><u>Collage</u> I create collages sometimes in a group and sometimes on my own.</p>
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	I have added texture to my clay work by adding clay and with tools.	<p>I mix paper and other materials with different textures and appearances.</p> <p>I use shapes, textures, colours and patterns in my collages.</p> <p>I can say how other artists have used texture, colour, pattern and shape in their work.</p> <p><u>Textiles</u></p> <p>I use glue to join fabrics.</p> <p>I use running stitch to join fabrics.</p> <p>I have explored plaiting and understand the basic method.</p> <p>I know how to dip dye to produce fabric of contrasting colours.</p> <p>I have looked at examples of patchwork and then design and make my own, using glue or stitching.</p>
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## Year 3

### Overview

What did life look like in the Stone Age?	Where does chocolate come from?	Why is the RMS Titanic so famous?	What does archaeology tell us about the Ancient Egyptians?	What is the impact of light on our daily lives?	Competing in the Commonwealth – Who is involved and why?
<p>During this topic the children will use a range of materials to create cave art. To begin they will use paint, pastels and pencils to create Stone Age scenes.</p> <p>They will then use their ideas to create individual pieces, using soft pastels, charcoal and create texture, by using PVA glue and sand.</p> <p>Linking well with computing, the children</p>	<p>Within the topic, the children will explore their use of collage for effect. They will use recycled sweet wrappers to create collages of the Fairtrade symbols, illustrating the importance of shape and colour.</p> <p>The children will also explore the use of colour in advertising, providing their opinion on advertising designs. They will experiment with</p>	<p>In this topic, the children will experiment with their use of pop-up art and sculpture. They will recognise the use of space e.g. negative space in creating sculptures. They will then create their own miniature sculpture by cutting/carving their designs.</p> <p>The children will also use materials to create pop-up art depicting the</p>	<p>Throughout this topic, the children will explore clay, changing its texture and shape to create a simple cartouche design. They will then use poster paint to decorate the clay once dry, writing with Egyptian Hieroglyphics.</p> <p>Revisiting their pop-up art the children will use materials to add to and create their own mask based on the ‘death</p>	<p>The children will explore their use of tone when using both sketching techniques and also in using watercolours, considering how this can reflect emotions. Resources such as charcoals, pastels and paints will be explored leading to the children creating their own ‘Northern Lights’ pieces contrasting a range of colours.</p>	<p>The children will take part in practising their sewing skills throughout the term, working towards creating their own keepsake item. They will use the practised techniques to seal a filling and add details. Prior to the sewing skills, the children will explore weaving in the use of paper to illustrate how the technique can be used with different materials.</p>

<p>will then utilise technology to photograph the natural environment around the school. They will consider what makes an effective picture and comment on the strengths of individual scenes.</p>	<p>sketching current designs and use this to help them design their own packaging.</p>	<p>Titanic in the ocean, layering materials for effect.</p>	<p>masks' of the time. They will create and decorate their own version, considering what colours would have been important, mixing them to create differing shades where required.</p>	<p>Also in this topic, the children will use printing techniques to create their own tessellations designs.</p>	<p>Linked to Maths, the children will create shapes by using Nets.</p> <p>Towards the end of the term, the children will explore old comics such as the Beano, sketching previous characters and then creating their own comic character using 3D techniques.</p>
<p style="text-align: center;"><b><u>Focus Artist:</u></b> <b><u>Graffiti</u></b> Banksy Jean Michel Basquait</p> <p style="text-align: center;"><b><u>Online techniques/Collage</u></b> David Hockney</p>	<p style="text-align: center;"><b><u>Focus Artist:</u></b> <b><u>Pop-up art/Sculpture</u></b> Darrell Wakeham Augusta Savage</p>	<p style="text-align: center;"><b><u>Focus Artist:</u></b> <b><u>Textiles/Printing</u></b> Anni Albers</p> <p style="text-align: center;"><b><u>Tessellations</u></b> M.C. Escher</p>			

### Sticky Vocabulary

Line, Visual language, shapes, textures, patterns, colour, paint, tools, layers, materials, mark making, design, form, shape, symbolism. Materials, sketches, resources, textures, pattern, line, shape, design, drawing, painting, form, symbolism, materials, line, pattern, structure, architecture, architect

### Skills

<p><b><u>Collage</u></b> My cutting skills are precise. I can use overlap in my collage. I know the striking effect work in a limited colour palette can have, through experimentation. I use montage. I use mosaic.</p> <p><b><u>Printing</u></b> I have explored printing from other cultures and time periods.</p> <p><b><u>Drawing</u></b></p>	<p><b><u>3D</u></b> I use my clay techniques to apply to pottery studied in other cultures. My 3D work has a well thought out purpose. I use the technique of adding materials to create texture, feeling, expression or movement. (e.g. wrinkles on a portrait sculpture.)</p> <p><b><u>Painting</u></b> I mix colours using tints and tones. I use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines.</p>	<p><b><u>Textiles</u></b> I have the basics of cross-stitch and backstitch. I know how to colour fabric and have used this to add pattern. I can make weavings such as 'God's eyes'. I have the basics of quilting, padding and gathering fabric I know how to colour fabric and have used this to add pattern. I create texture in my textiles work by tying and sewing threads or by pulling threads. I use my textiles skills to create artwork that is matched to an idea or purpose.</p>
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I use a number of sketches to base my work on.  
I annotate my sketches in my art sketchbook to explain my ideas.  
I sketch lightly (so I do not need to use a rubber).  
I use different grades of pencil at different angles to show different tones.

### Painting

I mix colours using tints and tones.  
I use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines.  
I make notes in my sketchbook of how artists have used paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line.

### Computing

I use a digital camera to take images of things people have made.  
I write about my ideas and add sketches to my art sketchbook.  
I use a digital camera to capture textures, colours lines, tones, shades and inspiration from the natural and man made world.  
I explore ideas and collect visual and other information for my work.  
I comment on similarities and differences between my own and others' work.  
I adapt and improve my own work.

### Collage

I can make paper coils and lay them out to create patterns or shapes.  
My skills now include: Coiling,

I am aware of textiles work from other cultures and times.

### Drawing:

I explore comics throughout the 20th and 21st century to see how styles are used for effect.  
I use hatching and cross hatching to show tone and texture in my drawings.

### Computing

I use a viewfinder to help me in my sketching.  
I use the internet to research ideas or starting points for art

### Painting

I use watercolour paint to produce washes for backgrounds and then add detail.  
I experiment in creating mood and feelings with colour.

### 3D

I can make nets of shapes to create recognisable forms.  
I can join these together to create abstract forms.  
I experiment with making life size models.

### Printing

I make my own printing blocks and experiment with different materials.  
I can make a one coloured print.  
I can build up layers of colours to make prints of 2 or more colours.  
I know how printing is used in the everyday life of designers or artists.  
I compare the methods and approaches of different designers in their print techniques.

# Year 4

## Overview

How can we classify minibeasts?	Will only metal conduct electricity?	How did the Romans change Britain?	Who invaded Britain after the Romans had left?	Where, oh where is water?
<p>This Insects unit teaches the children how to use pencil, colour, mosaic design, and sculpture to create quality artwork that shows progression in their skills. The children will use their sketch books to record observations as well as review and revisit ideas in the context of the drawing activity. The children use oil pastels to add colour to Insect sketches. The children will look at and appreciate the work of sculptress Louise Bourgeois. They will use different mediums to create an Insect Mosaic. Finally, they have the opportunity to make a 3D model of an Insect.</p>	<p>In this Unit, the children will look at the artists Eric Joyner, Karl Egenberger and Terry Collier. They will recognise the juxtapositions in Joyner’s artwork and recreate their own using both oil pastels and watercolours. The class will use computer generated shapes to design artwork in the style of Karl Egenberger. They compare Terry Collier’s robot designs and make links to their topic, ‘Changes in Technology.’ Finally, the children design and make a Robot sculpture using junk.</p>	<p>In these 2 terms, the class will make links with both their Roman and Anglo Saxon history topics. They will study Roman shield design and then use to make a shield which incorporates both Roman and personal influences. The children will also look at Roman artefacts and study Roman pottery. Then, they use clay to create a Roman pot. Looking at Roman artefacts again, the class observe Roman Mosaics. The children will use a printing technique in order to create their own Roman mosaic. As part of their Anglo Saxon topic, the class study archaeology and design and create a piece of Anglo Saxon jewellery. They also study the Bayeaux Tapestry and recreate using a montage technique. Finally, the children use clay to make stone carvings.</p>		<p>In this ‘Bodies’ themed unit, the class learn how to use pen, charcoal, felt tip, make maquettes, make paper clothes and sculpt Giacometti-inspired models. First, the class learn about the artist Julian Opie and draw pictures using an outline of felt-tip. This progresses to drawing body shapes using charcoal. The class then use pen to draw body shapes which they later use to make into a maquette. Finally, they study the work of great designers like Vivienne Westwood which they use as inspiration when making clothes using paper and textiles.</p>
<p><b>Focus Artist:</b> Louise Bourgeois. Eric Joyner</p>		<p><b>Focus Artist:</b> Zeuxis – Greek artist</p>		<p><b>Focus Artist:</b> Julian Opie</p>

## Sticky Vocabulary

Shape, design, drawing, painting, form, symbolism, materials, line, pattern, structure, architecture, design, form, shape, symbolism. Materials, sketches, resources, textures, pattern, line, Colour, movement, tone, paint, artist, shape, light, dark.

## Skills

### Drawing

I use a number of sketches to base my work on.

### Collage

My cutting skills are precise.

### Textiles

I have the basics of cross-stitch and backstitch.

I use a viewfinder to help me in my sketching.  
I annotate my sketches in my art sketchbook to explain my ideas.  
I sketch lightly (so I do not need to use a rubber).  
I use different grades of pencil at different angles to show different tones.  
I use hatching and cross hatching to show tone and texture in my drawings.  
I explore comics throughout the 20th and 21st century to see how styles are used for effect.

### Painting

I mix colours using tints and tones.  
I use watercolour paint to produce washes for backgrounds and then add detail.  
I experiment in creating mood and feelings with colour.  
I use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines.  
I make notes in my sketchbook of how artists have used paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line.

### Collage

My cutting skills are precise.  
My skills now include: Coiling, Overlapping.  
I know the striking effect work in a limited colour palette can have, through experimentation.  
I can make paper coils and lay them out to create patterns or shapes.  
I use mosaic.  
I use montage.

### 3D

I can make nets of shapes to create recognisable forms.  
I can join these together to create abstract forms.  
I experiment with making life size models.  
I use my clay techniques to apply to pottery studied in other cultures.  
My 3D work has a well thought out purpose.

My skills now include: Coiling, Overlapping.  
I know the striking effect work in a limited colour palette can have, through experimentation.  
I can make paper coils and lay them out to create patterns or shapes.  
I use mosaic.  
I use montage.  
Printing  
I make my own printing blocks and experiment with different materials.  
I can make a one coloured print.  
I can build up layers of colours to make prints of 2 or more colours.  
I know how printing is used in the everyday life of designers or artists.  
I compare the methods and approaches of different designers in their print techniques.  
I have explored printing from other cultures and time periods.

I know how to colour fabric and have used this to add pattern.  
I can make weavings such as 'God's eyes'.  
I have the basics of quilting, padding and gathering fabric  
I know how to colour fabric and have used this to add pattern.  
I create texture in my textiles work by tying and sewing threads or by pulling threads.  
I use my textiles skills to create artwork that is matched to an idea or purpose.  
I am aware of textiles work from other cultures and times.

I use the technique of adding materials to create texture, feeling, expression or movement. (e.g. wrinkles on a portrait sculpture.)

Computing

I use a digital camera to take images of things people have made.

I write about my ideas and add sketches to my art sketchbook.

I use the internet to research ideas or starting points for art

I use a digital camera to capture textures, colours lines, tones, shades and inspiration from the natural and man made world.

## Year 5

### Overview

How can extreme natural disasters affect the world?	How did life change for children during the Victorian Period? What impact did Brunel have on life in the Victorian Era?	What impact did The Ancient Greeks have on modern life?	Why are Rainforests so important to our planet?
<p>At the beginning of the term, the children explore symmetry, sketching, shading and tone by drawing the rest of their faces, with half being given to them in a photo. They have to zoom in on detail and examine their features. Through Natural disasters, the children create pop up art with leavers and pullies to show the process of various natural disasters.</p> <p>They create paper mache volcanos which link to our science where the children erupt them!</p> <p>As a one off Halloween art project, the children create tea light holders inspired by ghostly art.</p>	<p>To link into the children’s topic, they research a famous Victorian Artist. Lowry’s art depicts the Victorian era. The children then use his art to inspire them with their own pieces. They use different painting techniques to hone in their skills.</p> <p>As this term leads to Christmas, the children design and create their own Christmas cards using paper curling and pop up techniques.</p>	<p>The children explore the different styles of pottery during the Ancient Greek era. They use this knowledge to design and create their own Ancient Greek pot using skills which were used back then to produce the same affect.</p> <p>They also recreate mosaic pieces using collage to build on their skills from their Year 4 Roman mosaics.</p> <p>The children also look into historical tapestries. They use this to inspire to design and create their own. Through textile techniques, they use fibrous felt to make their own felt wall hanging.</p>	<p>Beatriz Milhazes uses collage to inspire her print work. The techniques she uses inspires the children work along with colourful topic around the Amazon Rainforest.</p> <p>The children then create a 4 way media project of a chosen animal found n the Amazon Rainforest. They use different skills they have acquired throughout the year – felt, collage, oils, printing</p>
<p><b>Focus Artist:</b> Lowry</p>	<p><b>Focus Artist:</b> Elizabeth Armostrong</p>	<p><b>Focus Artist:</b> Beatriz Milhazes</p>	

## Sticky Vocabulary

Line, tone, shape, subject, composition, artist, photographer, colour, materials, texture, paint, shape and style, history, painter, artist, space, colour, subject, observational painting, texture, carving, papier-mache, tapestries

## Skills

### Drawing

I select the most suitable drawing materials for the type of drawing I want to produce.

I use shading to add interesting effects to my drawings, using different grades of pencil.

I explain the ideas behind my images in my art sketchbook.

I use a variety of different shaped lines to indicate movement in my drawings.

I use shading to show shadows and reflections on 3D shapes.

I have studied other artists' drawings and have experimented with some of these styles.

### 3D

I use a variety of tools and techniques for sculpting in clay, papier-mache and other mouldable materials.

I use carvings to a surface to create shapes, texture and pattern.

### Painting

I can create colours by mixing to represent images I have observed in the natural and man-made world.

I experiment with different colours to create a mood.

My paintings use colour and shapes to reflect feelings and moods.

I sketch (lightly) before I paint so as to combine lines with colour to produce images that convey a purpose.

### 3D

I explore paper techniques such as pop-up books and origami.

### 3D

I use a variety of tools and techniques for sculpting in clay, papier-mache and other mouldable materials.

I use carvings to a surface to create shapes, texture and pattern.

I add paper curlings or other objects to a surface to embellish

I use carving techniques to reflect images I have observed and drawn in the natural world.

### Textiles

I have a sound understanding of how to use the techniques of sewing (cross stitch & backstitch) appliqué, embroidery, plaiting, finger knitting.

I combine some of the techniques I know how to create hangings.

My work is based on tapestries, artefacts and hangings throughout history and in other cultures.

### Collage

I experiment with techniques that use contrasting textures, colours or patterns. (rough/smooth, light/dark, plain/patterned)

I have experimented with ceramic mosaic techniques to produce a piece of art.

My work reflects a purpose, which I write about in my art sketchbook.

My collage is based on observational drawings.

My collage reflects a real purpose and I write about this in my art sketchbook.

My collage combines both visual and tactile qualities.

My collage takes inspiration from artists or designers.

I choose the most appropriate materials for my collages to fit the purpose.

My collage work has a definite theme that is apparent to any viewer.

### Printing

My printing replicates patterns I have observed in either the natural or man-made world and are based on my observational drawings.

I have studied printmaking from other cultures or other time periods.

My print work includes printing onto fabrics, papers and other materials. I use drawings and designs to bring fine detail into my work. I build up colours in my prints.

## Year 6

### Overview

Why was WWII a 'World War'?	How can we innovate?	What would it have been like to be Henry VIII?	What is beyond our Earth?	How can we entertain?
<p>At the beginning of the first term, children will explore the artistic presence of WWII. They will discover how important drawings were to the conflict and how landscapes can be represented in differing ways. Additionally, the class will create a landscape that reflects on what WWII London looked like during the Blitz.</p> <p>During the second term, the class will learn about pointillism and explore the works of George Seurat. The class will discuss Georges Seurat art and how he created his intricate detail through pointillism They will use his work to inspire their Christmas cards.</p>		<p>During this topic, children will explore the works of Hans Holbein. The class will look into his Tudor era paintings and look into the symbolism of a dagger, scroll, masculine frame, book, pale skin, cod piece, thin waist, gold, staring at you, sitting, standing etc. The class will also investigate a picture of one of the monarchs in a book and explain some of the symbols and their meaning.</p>	<p>At the beginning of the term, children will explore how 3D models are used in art and design. They will look at sculptures, carvings and how tools are used to create. Using all of the learned skills, the class will then create a 3D model of the solar system. Focusing on printed art, the class will focus on the works of Fatu Feu'u. Children will explore how print art is different in other cultures and how they have used their tools throughout history. This is a good opportunity to discover diversity in art and bring forward lesser known names. Despite this, Fatu Feu'u is a well-known Samoan-New Zealander artist and is popular in the southern-hemisphere.</p>	<p>In this term, children use their artist skills to use in a real life setting. Throughout this term children will explore set designs, costume designs, make-up artists, lighting and many more artistic outcomes in a theatrical setting.</p>
<p><b>Focus Artist:</b> George Seurat</p>		<p><b>Focus Artist:</b> Hans Holbein</p>		<p><b>Focus Artist:</b> Fatu Feu'u</p>

### Sticky Vocabulary

Shape, pattern, design, sculpture, technique, difference, similarities, style, pattern, colour, communication, expression, artists, style, design, tools, clay, slip, texture, line, space, communication, text, symbolism, power, print, artists,

### Skills

### Drawing

I select the most suitable drawing materials for the type of drawing I want to produce.

I use shading to add interesting effects to my drawings, using different grades of pencil.

I explain the ideas behind my images in my art sketchbook.

I use a variety of different shaped lines to indicate movement in my drawings.

I use shading to show shadows and reflections on 3D shapes.

I have studied other artists' drawings and have experimented with some of these styles.

Class to draw landscapes of WWII and use pastel colours to add in vibrant detail.

### Collage

I experiment with techniques that use contrasting textures, colours or patterns. (rough/smooth, light/dark, plain/patterned)

I have experimented with ceramic mosaic techniques to produce a piece of art.

My work reflects a purpose, which I write about in my art sketchbook.

My collage is based on observational drawings.

My collage reflects a real purpose and I write about this in my art sketchbook.

My collage combines both visual and tactile qualities.

My collage takes inspiration from artists or designers.

I choose the most appropriate materials for my collages to fit the purpose.

My collage work has a definite theme that is apparent to any viewer.

### Painting

I can create colours by mixing to represent images I have observed in the natural and man-made world.

I experiment with different colours to create a mood.

My paintings use colour and shapes to reflect feelings and moods.

I sketch (lightly) before I paint so as to combine lines with colour to produce images that convey a purpose. The Tudor era saw a change to the way artists would paint portraits. Children will have the opportunity to explore these changes, learn the above skills and create their own Tudor style painting.

### Textiles

I have a sound understanding of how to use the techniques of sewing (cross stitch & backstitch) appliqué, embroidery, plaiting, finger knitting.

I combine some of the techniques I know how to create hangings.

My work is based on tapestries, artefacts and hangings throughout history and in other cultures.

### 3D

I use a variety of tools and techniques for sculpting in clay, papier-mache and other mouldable materials.

I use carvings to a surface to create shapes, texture and pattern.

I explore paper techniques such as pop- -up books and origami.

I add paper curlings or other objects to a surface to embellish

I use carving techniques to reflect images I have observed and drawn in the natural world.

Children will use these skills to create a model of the Solar System. The class will have the opportunity to explore differing works and see how artists have represented this in the world.

### Printing

My printing replicates patterns I have observed in either the natural or man-made world and are based on my observational drawings.

I have studied printmaking from other cultures or other time periods.

My print work includes printing onto fabrics, papers and other materials.

I use drawings and designs to bring fine detail into my work.

I build up colours in my prints.

Children will use these skills to create the set for the end of year performance. The class will explore how stage managers design and create their sets, using the same skills.