












		Milestone 1: Cycle 1	
Year 1: continuous provision		Spring term (8 hours)	Summer term (8 hours)
Unit Title: Still life Food art 	3D art in continuous provision (including clay and dough) Printing in continuous provision	Unit Title: Inspired by weather Artist: J.M.W.Turner 	Unit Title: Scenes of the sea Artist: Hokusai Trip: Beach 
Key concepts Drawing: observation, sketching, shading, texture	Key concepts Sculpture: 3D art, joins, pattern, texture	Key concepts Drawing: observation, sketching, shading, texture Painting: colour theory, tints, tones, texture, washes, background, foreground Emotions, Mood, Listen, Give and receive feedback, reflect, growth mindset	Key concepts Drawing: observation, sketching, shading, texture Painting: colour theory, tints, tones, texture, washes, background, foreground Design, Process. Listen, Give and receive feedback, reflect, growth mindset
Relevant end points Broken down knowledge When drawing from life, know to keep looking at what it is you are drawing Draw from first hand observation, observing detail using pencil, handwriting pens, oil pastel and pencil crayon. Draw lines of different sizes and thickness. Explore mark making Explore lines Work at a scale to accommodate exploration (large!) Be inspired by drama, stories and music Explore mark making and colour in sketchbooks	Broken down knowledge Understand that there is a relationships between drawing on paper (2D) and making (3D) and that we can transform 2D drawings into 3D objects Understand that when we make sculpture by adding materials, it is called construction Explore techniques including bending, twisting and joining materials. To use a range of materials to make prints e.g. natural materials like leaves or fruits, stamps and our fingers/ hands Use creativity and imagination to develop ideas	Relevant end points Broken down knowledge Understand that primary colours can be mixed together to make secondary colours or different hues. To learn to experiment with thick and thin brushstrokes Know that colours can be cold or warm Create colour wheels Add white to colours to make tints Add black to colours to make tones Take inspiration from the world around us Look at the work of artists who draw, sculptors and painters, listening to the artists intention behind the work and the context in which it was made. Reflect upon the artists' work and share your response verbally. To comment on mood and emotions art conveys Reflect upon your own artwork (I enjoyed.... This went well...) Explore mark making and colour in sketchbooks	Relevant end points Broken down knowledge Understand that primary colours can be mixed together to make secondary colours or different hues. Understand that watercolour is a media which uses water and pigment Know that colours can be cold or warm Create colour wheels Take inspiration from the world around us Look at the work of artists who draw, sculptors and painters, listening to the artists intention behind the work and the context in which it was made. Reflect upon the artists' work and share your response verbally. Reflect upon your own artwork (I enjoyed.... This went well...) Explore mark making and colour in sketchbooks
Unit outcome sketchbook development	Sculpture	Unit outcome Painting	Unit outcome Painting

Apply skills when designing Christmas cards and practice drawing skills in 'Big Draw'




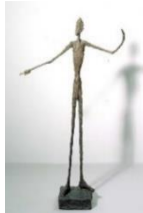

Autumn term; Just Year 2 (10 hours)		Spring term (8 hours)	Summer term (8 hours)
<p>Unit Title: The Beauty of Flowers Artist: Marc Quinn and Georgia O'Keefe Trip: The Lightbox Art Gallery</p> 	Apply skills when designing Christmas cards	<p>Unit Title: In the Dark of the Night Artist: Van Gogh</p> 	<p>Unit Title: Artist: Matisse</p> 
<p>Key concepts Drawing: observation, sketching, shading, texture Design, Process. Emotions, Mood Sculpture: 3D art, joins, pattern, texture</p>		<p>Key concepts Drawing: observation, sketching, shading, texture Painting: colour theory, tints, tones, texture, washes, background, foreground Listen, Give and receive feedback, reflect, growth mindset</p>	<p>Key concepts: Collage Design, Process.</p>
<p>Relevant end points</p>		<p>Relevant end points</p>	<p>Relevant end points</p>
<p>Broken down knowledge Look at the work of artists who draw, sculptors and painters, listening to the artists intention behind the work and the context in which it was made. Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Work with care and focus, making drawings from nature which are unrushed Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. Colour (own work) neatly following the lines Use creativity and imagination to develop ideas Explore mark making and colour in sketchbooks. Understand that sculpture is the name sometimes given to artwork which exists in three dimensions. To be able to roll clay into a ball To be able to shape clay into a form</p>		<p>Broken down knowledge Understand that primary colours can be mixed together to make secondary colours or different hues. Understand that watercolour is a media which uses water and pigment Know that colours can be cold or warm Create colour wheels Take inspiration from the world around us Look at the work of artists who draw, sculptors and painters, listening to the artists intention behind the work and the context in which it was made. Reflect upon the artists' work and share your response verbally. Reflect upon your own artwork (I enjoyed.... This went well...) Explore mark making and colour in sketchbooks.</p>	<p>Broken down knowledge Take inspiration from the world around us Look at the work of artists who draw, sculptors and painters, listening to the artists intention behind the work and the context in which it was made. Reflect upon the artists' work and share your response verbally. Use creativity and imagination to develop ideas Work in a playful, exploratory way to respond to a simple brief.</p>
<p>Unit outcome: Clay head from the Lightbox</p>		<p>Unit outcome: Final piece of 'Starry Night'</p>	<p>Unit outcome Final piece: collage</p>



<p>Milestone 2: Cycle 1</p>			
<p>Autumn term (10 hours)</p> <p>Portraits: self-expression Artist: Frida Kahlo</p> 	<p>Apply skills when designing Christmas cards</p>	<p>Spring term (8 hours)</p> <p>Unit Title: Impressionism Artist Focus: Renior</p> 	
<p>Key concepts Art as self-expression</p> <p>Drawing: observation, sketching, shading, texture, perspective Painting: colour theory, tints, tones, texture, washes, background, foreground Design, Process. Emotions, Mood, Listen, Give and receive feedback, reflect, growth mindset</p>		<p>Key concepts</p> <p>Grouping of figures Painting: colour theory, tints, tones, texture, washes, background, foreground Drawing: observation, sketching, shading, texture, perspective Design, Process, Listen, Give and receive feedback, reflect, growth mindset</p>	<p>Summer term (8 hours)</p> <p>Unit Title: Arts and crafts Artist focus: Mary Watts</p> 
<p>Relevant end points</p> <p>Master brush techniques that give control to produce shapes, textures, patterns and lines. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists Master drawing techniques, being able to sketch from real life e.g. people, places, objects and be confident in techniques such as shading, depicting movement, drawing with perspective and proportion</p>		<p>Relevant end points</p> <p>Master brush techniques that give control to produce shapes, textures, patterns and lines. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists Master drawing techniques, being able to sketch from real life e.g. people, places, objects and be confident in techniques such as shading, depicting movement, drawing with perspective and proportion. To review own ideas and those of others, reflecting on the process more than the product. To have an open attitude and growth mindset when it comes to revisiting and refining own artwork.</p>	<p>Relevant end points</p> <p>To review own ideas and those of others, reflecting on the process more than the product. To have an open attitude and growth mindset when it comes to revisiting and refining own artwork. Master techniques in clay and other 3D materials to create and combine shapes to make 3D forms</p>
<p>Broken down knowledge</p> <p>Know that artists have painted portraits throughout history and for self-expression Understand the process, intentions and outcomes of different artists Understand that artists reinvent. Understand that as artists, we can take the work of others and imitate and innovate from it. Understand a growth mindset is needed to be a good artists. To sketch lightly from real life – not cartoons To annotate sketches to explain and elaborate ideas. Use knowledge of proportion to draw faces . To use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. To mix colours effectively To experiment with creating mood with colour Present own artwork (journey and final outcome), reflect and share verbally (This went well... Next time I might) Share responses to peers' work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p>		<p>Broken down knowledge</p> <p>Look at the work of designers, craftspeople, illustrators, painters and sculptures. Understand the process, intentions and outcomes of different artists Understand that artists reinvent. Understand that as artists, we can take the work of others and imitate and innovate from it. Understand a growth mindset is needed to be a good artists. To use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. To mix colours effectively To create owned narratives by arranging toys in stages scenes, using these as subject matter to explore the creation of drawings which convey drama and mood Present own artwork (journey and final outcome), reflect and share verbally (This went well... Next time I might) Share responses to peers' work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p>	<p>Broken down knowledge</p> <p>Understand the process, intentions and outcomes of different artists Understand that artists reinvent. Understand that as artists, we can take the work of others and imitate and innovate from it. Understand a growth mindset is needed to be a good artists. Look at the work of designers, craftspeople, illustrators, painters and sculptures. Know that artists have painted portraits throughout history and for self-expression Visit an art gallery and take inspiration from that experience Take inspiration from nature and the environment Use 3D art materials to convey movement Roll out clay using guidelines Join two pieces of clay together Use tools to carve and add shapes, texture and pattern to clay</p>
<p>Unit outcome: self portrait</p>		<p>Unit outcome: drawings of people sketchbook development</p>	<p>Unit outcome: Clay tile</p>

<p>Summer term , Year 4</p> <p>Unit Title: Delight in Watts</p> <p>Key concepts</p> <p>Painting: colour theory, tints, tones, texture, washes, background, foreground Printing techniques</p>
<p>Relevant end points</p> <p>To know about great artists, architects and designers in history and be able to show how the work of those studies was influential in both society and to other artists. Master printing techniques with two layers of colour that result in precise repeating patterns.</p>
<p>Broken down knowledge</p> <p>Look at the work of designers, craftspeople, illustrators, painters and sculptures. Know that artists have painted portraits throughout history and for self-expression Visit an art gallery and take inspiration from that experience Take inspiration from nature and the environment Present own artwork (journey and final outcome), reflect and share verbally (This went well... Next time I might) Share responses to peers' work, appreciating similarities and differences. Listen to feedback about your own work and respond. Understand that mono print can be used to create prints which use line. Use layers of two or more colours. To replicate patterns observed in natural or built environments. To make printing blocks (e.g. from coiled string glued to a block). To use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. To mix colours effectively To use watercolour paint to produce washes for backgrounds and then add detail To make work as part of a community/ class and understand how everyone can contribute to a larger artwork To experiment with creating mood with colour</p>
<p>Unit outcome: canvas painting on display at the Watts Gallery</p>





Milestone 2: Cycle 2		
Autumn term (8 hours)	Spring term (8 hours)	Summer term (8 hours)
<p>Unit Title: All Work and No Play Artist focus: L.S.Lowry</p> 	<p>Unit Title: 3D art Artist Focus: Giacometti</p> 	<p>Unit Title: Abstract Art Artist focus: Kandsinsky</p> 
<p>Key concepts Drawing: observation, sketching, shading, texture, perspective Painting: colour theory, tints, tones, texture, washes, background, foreground Design, Process. Emotions, Mood, Listen, Give and receive feedback, Reflect, Growth mindset</p>	<p>Key concepts Sculpture: 3D art, joins, pattern, texture Design, Process. Listen, Give and receive feedback, reflect, growth mindset</p>	<p>Key concepts Drawing: observation, sketching, shading, texture, perspective Painting: colour theory, tints, tones, texture, washes, background, foreground Design, Process. Emotions, Mood, Listen, Give and receive feedback, reflect, growth mindset</p>
<p>Relevant end points To know about great artists, architects and designers in history and be able to show how the work of those studies was influential in both society and to other artists. Understand the process, intentions and outcomes of different artists Reflect upon artists work and shared responses (I liked....It reminded me of...) Present own artwork (journey and final outcome), reflect and share verbally (This went well... Next time I might) Share responses to peers' work, appreciating similarities and differences. Listen to feedback about your own work and respond. Master brush techniques that give control to produce shapes, textures, patterns and lines. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists Master drawing techniques, being able to sketch from real life e.g. people, places, objects and be confident in techniques such as shading, depicting movement, drawing with perspective and proportion</p>	<p>Relevant end points To know about great artists, architects and designers in history and be able to show how the work of those studies was influential in both society and to other artists. Understand the process, intentions and outcomes of different artists Understand that artists reinvent. Understand that as artists, we can take the work of others and imitate and innovate from it. Understand a growth mindset is needed to be a good artists. Present own artwork (journey and final outcome), reflect and share verbally (This went well... Next time I might) Share responses to peers' work, appreciating similarities and differences. Listen to feedback about your own work and respond. Master drawing techniques, being able to sketch from real life e.g. people, places, objects and be confident in techniques such as shading, depicting movement, drawing with perspective and proportion. Master techniques in clay and other 3D materials to create and combine shapes to make 3D forms</p>	<p>Relevant end points To know about great artists, architects and designers in history and be able to show how the work of those studies was influential in both society and to other artists Understand the process, intentions and outcomes of different artists Understand that artists reinvent. Understand that as artists, we can take the work of others and imitate and innovate from it. Reflect upon artists work and shared responses (I liked....It reminded me of...) Work collaboratively Master brush techniques that give control to produce shapes, textures, patterns and lines. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists Master drawing techniques, being able to sketch from real life e.g. people, places, objects and be confident in techniques such as shading, depicting movement, drawing with perspective and proportion.</p>
<p>Broken down knowledge <u>To be able to sketch lightly, control the pencil to press hard and soft.</u> <u>To be able to draw from real life – not cartoons</u> <u>To annotate sketches to explain and elaborate ideas.</u> <u>To use different hardnesses of pencils to show line, tone and texture.</u> To adopt techniques to draw figures from a distance To use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. To mix colours effectively To use watercolour paint to produce washes for backgrounds and then add detail To experiment with creating mood with colour</p>	<p>Broken down knowledge To sketch lightly from real life – not cartoons To annotate sketches to explain and elaborate ideas. Use 3D art materials to convey movement Roll out clay using guidelines Join two pieces of clay together Use tools to carve and add shapes, texture and pattern to clay</p>	<p>Broken down knowledge To be able to sketch lightly, control the pencil to press hard and soft. To annotate sketches to explain and elaborate ideas. To use different hardnesses of pencils to show line, tone and texture. To use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. <u>To mix colours effectively</u> To use watercolour paint to produce washes for backgrounds and then add detail To make work as part of a community/ class and understand how everyone can contribute to a larger artwork To experiment with creating mood with colour</p>
Unit outcome: sketchbook development	Unit outcome: sculpted figure	Unit outcome: collaborative piece

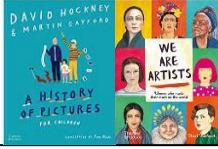
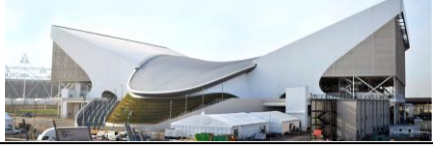

Apply skills when designing Christmas cards

<p>Summer term , Year 4</p> <p>Unit Title: Delight in Watts</p> <p>Key concepts Painting: colour theory, tints, tones, texture, washes, background, foreground Printing techniques</p> <p>Relevant end points To know about great artists, architects and designers in history and be able to show how the work of those studies was influential in both society and to other artists. Master printing techniques with two layers of colour that result in precise repeating patterns.</p> <p>Broken down knowledge Look at the work of designers, craftspeople, illustrators, painters and sculptures. Know that artists have painted portraits throughout history and for self-expression Visit an art gallery and take inspiration from that experience Take inspiration from nature and the environment Present own artwork (journey and final outcome), reflect and share verbally (This went well... Next time I might) Share responses to peers' work, appreciating similarities and differences. Listen to feedback about your own work and respond. Understand that mono print can be used to create prints which use line. Use layers of two or more colours. To replicate patterns observed in natural or built environments. To make printing blocks (e.g. from coiled string glued to a block). To use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. <u>To mix colours effectively</u> To use watercolour paint to produce washes for backgrounds and then add detail To make work as part of a community/ class and understand how everyone can contribute to a larger artwork To experiment with creating mood with colour</p> <p>Unit outcome: canvas painting on display at the Watts Gallery</p>
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Milestone 3: Cycle 1		Spring term (8 hours)	Summer term (8 hours)
<p>Unit Title: Cityscape Art Artist: Pissaro</p> 		<p>The Explosion of Pop Art Artist: Andy Warhol</p> 	<p>Unit Title: Exploring Expressionism Artist: Henri Matisse</p> <p>(Extension Unit which Year 5 could cover when Year 6 are on residential: Art in Fashion and Mondrian)</p>
<p>Key concepts: drawing with perspective Drawing: observation, sketching, shading, texture, perspective Painting: colour theory, tints, tones, texture, washes, background, foreground Design, Process. Emotions, Mood, Listen, Give and receive feedback, Reflect, Growth mindset Artists and designers</p>		<p>Key concepts Design, Process. Emotions, Mood, Artists and designers Styles and periods Community</p>	<p>Key concepts Drawing: observation, sketching, shading, texture, perspective Painting: colour theory, tints, tones, Design, Process. Emotions, Mood, Listen, Give and receive feedback, Reflect, Growth mindset Styles and periods</p>
<p>Relevant end points Broken down knowledge</p> <p>Use charcoal, graphite, pencil and pastel to create drawings with atmosphere To draw landscapes with perspective To draw shadows or reflections To understand there is a tradition of artists working from land, sea or cityscapes and artists often work outdoors to do this. To explore how you can paint to capture your response to a place. To explore colour, line, shape, pattern and composition in creating a still life. To make decisions about colour, composition and mark making <u>Use colours, tones and tints to enhance the mood of a piece.</u> To create a colour palette based upon colours observed in the natural or built world. Use sketchbooks to review and revisit ideas, being able to comment on processes artists have used that they might use Use the grid method to scale up an image <u>Make visual notes to capture, consolidate and reflect upon the artists studied</u> Experiment with different media and different marks to capture the energy of a landscape Experiment with how colours work together</p>		<p>Relevant end points Broken down knowledge Understand that graphic designers use typography and images Understand that there are technical processes we can use to help us see, draw and scale up our work To explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality Understand that artists sometimes use printmaking to create a larger artwork Use layers of two or more colours. To make printing blocks To make precise repeating patterns To understand that materials can be used to resist paint or dye Make visual notes to capture, consolidate and reflect upon the artists studied Understand that artists reinvent. Understand that as artists, we can take the work of others and imitate and innovate from it. Discuss the ways in which artists have a responsibility to themselves/ society. What purpose does art serve? Take inspiration from issues affecting our community and our environment e.g. bullying, pollution</p>	<p>Relevant end points Broken down knowledge To explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality To make decisions about colour, composition and mark making <u>Use colours, tones and tints to enhance the mood of a piece.</u> Use sketchbooks to review and revisit ideas, being able to comment on processes artists have used that they might use Make visual notes to capture, consolidate and reflect upon the artists studied Understand that artists reinvent. Understand that as artists, we can take the work of others and imitate and innovate from it. <u>Reflect upon artists work and shared responses (I liked....It reminded me of...)</u> Present own artwork (journey and final outcome), reflect and share verbally (This went well... Next time I might)... Talk about intention. <u>Share responses to peers' work, appreciating similarities and differences.</u> <u>Listen to feedback about your own work and respond.</u></p>
	Apply skills when designing Christmas cards	Unit outcome: screen print	Unit outcome: canvas painting



Autumn term (4 hours)		Spring term (6 hours)		Summer term (6 hours)	
Theme: Seeds and pods Skills focus	Unit Title: Take inspiration 	Unit Title: Amazed by Architecture Architect: Zaha Hadid 		Unit Title: Cultural Traditions in Art 	
Key concepts: drawing skills Drawing: observation, sketching, shading, texture, perspective Painting: colour theory, tints, tones, Design, Process. Connection with nature	Key concepts: take inspiration Artists and designers Styles and periods	Key concepts Drawing: observation, sketching, shading, texture, perspective Design, Process. Emotions, Mood, Listen, Give and receive feedback, Reflect, Growth mindset Artists and designers Community		Key concepts: printing techniques Printing techniques Design, Process Artists and designers Styles and periods Community	
Relevant end points		Relevant end points		Relevant end points	
Broken down knowledge <u>To be able to draw from real life – not cartoons</u> <u>To use shading to show light and shadow.</u> To draw shadows or reflections <u>To use hatching and cross hatching to show tone and texture.</u> Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) To understand that still life is the name given to the genre of painting a collection of objects To explore colour, line, shape, pattern and composition in creating a still life.	Look at the work of designers, artists and architects who make a contribution to their communities or environments Understand the processes, intentions and outcomes of different artists. Understand we may all have different responses to the things we make and that all responses are valid. Use sketchbooks to review and revisit ideas, being able to comment on processes artists have used that they might use Make visual notes to capture, consolidate and reflect upon the artists studied	Broken down knowledge Look at the work of designers, artists and architects who make a contribution to their communities or environments Understand that artists and designers sometimes work towards briefs but always bring their own experiences to bear Understand that graphic designers use typography and images Understand that there are technical processes we can use to help us see, draw and scale up our work <u>To be able to draw from real life – not cartoons</u> <u>To use shading to show light and shadow.</u> To draw landscapes with perspective Use sketchbooks to review and revisit ideas, being able to comment on processes artists have used that they might use Use the grid method to scale up an image Make visual notes to capture, consolidate and reflect upon the artists studied <u>Reflect upon artists work and shared responses (I liked....It reminded me of...)</u>		Broken down knowledge Understand that artists sometimes use printmaking to create a larger artwork Use layers of two or more colours. To make printing blocks To make precise repeating patterns To understand that materials can be used to resist paint or dye <u>Present own artwork (journey and final outcome), reflect and share verbally (This went well... Next time I might... Talk about intention.</u> <u>Share responses to peers' work, appreciating similarities and differences.</u> <u>Listen to feedback about your own work and respond.</u> <u>Work collaboratively and present as a team</u> Discuss the ways in which artists have a responsibility to themselves/ society. What purpose does art serve?	
Unit outcome: sketchbook development	Unit outcome: phone case designs inspired by famous art works	Unit outcome Design for own building (sketchbook)		Unit outcome: sketchbook development	

Apply skills when designing Christmas cards