

Art Curriculum Coverage: Key Stage One

Expected Vocabulary. NC Objectives. Intended activities. Additional knowledge for prior learning for KS2

<p>EYFS links</p> <p>Prime areas</p> <p>Physical Development: *Moving and Handling *Health and Self-Care</p> <p>Personal, Social and Emotional Development: *Making Relationships * Self Confidence and Self-Awareness * Managing Feelings and Emotions</p> <p>Communication and Language: * Listening and Attention * Understanding * Speaking</p>
<p>Specific Areas</p> <p>Literacy: *Reading *Writing</p> <p>Mathematics *Numbers *Shape, Space and Measure</p> <p>Understanding the World: *People and Communities * The World * Technology</p> <p>Expressive Arts and Design: *Exploring and Using Media and Materials *Being Imaginative</p>

Year One	Curriculum Objective	Knowledge/Activity	Vocab
Topic / Autumn One	Pupils should be taught: <ul style="list-style-type: none"> to use a range of materials creatively to design and make products 	D and T based	
Topic / Autumn Two	<ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	Firework art - paint blow pictures/ mixing colours - cut and stick shape firework pictures Use ICT programme also to create firework art Observing an artist/designer (x2weeks) Week 1 - William Morris, focus on life and works. Look at powerpoint highlighting life and how to tell his work from others. In pairs think about what they like in their home. Is it because it's pretty? Useful? Or personal?	Paint, mix, cut, stick, patterns, repeating patterns, binca, stitches, William Morris, wallpaper.

	<ul style="list-style-type: none"> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>The 10 Key Skills are interlinked throughout the KS1 Art curriculum in every topic:</p> <ul style="list-style-type: none"> Creativity – designing and making their own pieces of art work both independently and with others. Curiosity – Researching artists, applying their techniques to their own work and working with different materials. Communicator – evaluating their own and others (both professionals and peers) work and describing their own and other artist’s work. Value – Looking at a range of artists from different cultures and backgrounds. Challenge – using different materials and art techniques, evaluating work and improving it. Resilient – Improving work from feedback and using different artistic techniques and materials. 	<p>If they could design and decorate their own room what would it look like? What would they put in it? (use catalogues to help prompt)- complete sheet with ideas.</p> <p>Week 2 – look at more detail at wallpaper. Look at how patterns are repeated Using potato and other things have a go at making own wall paper sample (use flowers, fruit, plants as theme same as WM) If help – some groups on dazzle creating pattern Sewing – binca / for book marks (X2 weeks) Sewing selecting colour and pattern for bookmarks. Simple stitches. Ongoing:</p> <ul style="list-style-type: none"> Weaving to create backing for Christmas calendars <p>Weaving – Y6 Seaside English – Writing composition - Composing a sentence orally before writing it. Maths – Number and place value - Patterns Team player (work in pairs) Independent (own pattern and sewing)</p>	
Topic / Spring One		<p>Using Hessian and stitches create a star picture – choose colour of Hessian and colours for stars. Discuss colours – hot/cold, shades and tones, contrasts. Design before sewing. Recap sewing skills used before – threading and knotting . Rest : Van Gogh – Starry night Look at Van Gogh and his work. Talk a bit about his life. Look at a variety of his pictures and make comments on the style of painting. Focus on Starry night. Using paint and printing tool to make a line – thick card or piece of wood – use tool to make line stars</p> <p>Use other printing techniques – potatoes, Using folded paper make a lantern – decorate with repeating patterns/ Florence Nightingale model out of card/ cut out triangles from paper and create star pictures/</p>	Hessian, shades, tones, contrast, threading, knotting, Van Gogh, Starry Night, paint, printing tool, stars, printing technique.

		<p>Printing – Y5 Wildlife Birds, Y6 People in action, Seaside Painting – Y3 (British Art) Y4 (Autumn 2), Y5 (South and Central American art), Y6 Chinese art</p> <p>English – Writing composition - Discussing Van Gough and making comments about his work.</p> <p>Maths – Geometry - Drawing lines and other shapes. Recognise 2D shapes.</p> <p>Independence (own picture).</p>	
Topic / Spring Two		<p>Week 1 /2- Looking at Henri Rousseau picture of the Tiger. Look at his other pictures of rainforests too. Do a pencil/paint background – looking at space the foreground and background. Copy rainforest using collage, draw tiger separately using chalk (then attach) Drawing animals using simple drawing format</p> <p>Use same format to draw their favourite animal In chalk/ pastels/ pencil</p> <p>Pencil drawing – Y4 European Art, Y5 (Wildlife birds), Y5 (Ancient Egypt) Tone Y6 – People in action Use of Colour Y3 Fruit and Vegetables, (Y4 Insects) (Y6 Seaside)</p> <p>English – Comprehension – understand books they have already read to discuss what they already know, background information and new vocabulary from the teacher about tigers and rainforests.</p> <p>Maths – Geometry - position of shapes and the background/foreground of the tiger.</p> <p>Independence (own picture).</p>	Henri Rousseau, The Tiger, rainforest, space, background, foreground, collage, chalk, pastels, pencil.
Topic / Summer One		<p>Look at a range of masks from Mexico – notice materials used, bright colours etc. Make Mexican carnival masks from card template – decorate in Mexican style. (Keep for assembly)</p>	Mexican carnival masks.

	<p>(If time – holding activity during food prep work) Mexican art – festival banners with tissue paper (like snow flakes) – decorate classroom with them</p> <p>Use of Colour Y3 Fruit and Vegetables, (Y4 Insects) (Y6 Seaside) Collage – Y5 South American Art, Y6 Seaside.</p> <p>English – Comprehension – listen to and discuss Mexican stories, poems and non-fiction texts.</p> <p>Maths – Measurement – know that the length and height of the mask must be bigger than the length and height of the mask decorations.</p> <p>Independent – make masks.</p> <p>Team player – decorate classroom with banners.</p>	
Topic / Summer Two	<p>Wk 4 Create own illuminated letter – cut out initial letter using stencil onto sugar paper then decorate with patterns using watercolours – A6 size</p> <p>Wk 5 Look at the artist Andy Goldsworthy. How does he make designs from found material. (Link to work in science on materials) Place different selections of materials on tables eg leaves, stones, pine cones, junk, flowers etc. Chn have to make a design using these found materials. Place on a piece of sugar paper (give different groups different sized paper) Take photographs and mount. Ask chn to think of a title for their work</p> <p>Wk 6 Looking at stained glass windows</p> <p>Creating an effect using black sugar paper, tissue paper and glue</p> <p>Use of Colour Y3 Fruit and Vegetables, (Y4 Insects) (Y6 Seaside) Painting – Y3 (British Art) Y4 (Autumn 2), Y5 (South and Central American art), Y6 Chinese art</p> <p>English – Writing composition - Thinking aloud and drafting ideas for the title of their work. Comprehension – discussing the significance of a title.</p> <p>Maths – Geometry - Patterns and recognise 2D shapes.</p> <p>Independent – create own illuminated letter.</p>	<p>Sugar paper, stencil, watercolours, Andy Goldsworthy, sculpture, material, design, tissue paper, glue.</p>

		Team player – work in groups to arrange objects and take pictures.	
Year Two			
Topic / Autumn One		<p>Bridget Riley: Lesson 1 and 2: children explore the work of Bridget Riley. Children discuss they style of artist she is and how her work changed over time. Children to discuss which art work they preferred...black and white or the colourful styles. Children experiment with different colours looking at different colour combinations. Lesson 3: teach children the technique of colouring. Strokes in the same direction, making sure the whole section is coloured in. Lesson 4: children to have different shapes within vertical lines. Children practice the method of alternate colours. Lesson 5 and 6: children to create an illusion style art work using lines and alternate colours.</p> <p>Use of Colour - Y3 Fruit and Vegetables, (Y4 Insects) (Y6 Seaside)</p> <p>English – Reading comprehension – discussing a sequence of events (how Bridget Riley’s work changed over time). Writing composition – writing about real events.</p> <p>Maths – Geometry – use mathematical vocabulary to describe position and movement in a straight line including rotation. Geometry – identifying, describing and comparing shapes.</p> <p>Team player – discuss work of Bridget Jones. Independent – Colouring techniques.</p>	<p>Bridget Riley, black and white, colourful, stroke, same direction, colouring, alternate colours, practice, illusion style, lines.</p>
Topic / Autumn Two		DT Topic	
Topic / Spring One		DT Topic	
Topic / Spring Two		<p>Pop Art – Andy Warhol and Roy Lichtenstein Lesson 1: what is pop art? View a range of different forms of pop art and children to discuss what they notice? What are the similarities? What they like? Why? What they don’t like? Why? Lesson 2: children learn about the artist Roy Lichtenstein. Children view some of his famous art work and discuss what they notice – bold, vibrant colours, dots and block colours. Children use what</p>	<p>Similarities and differences, Andy Warhol, Roy Lichtenstein, Pop Art, bold, vibrant, dots, block colour, photograph, combination, evaluate, final piece, portrait.</p>

		<p>they have learnt about his art form in an Roy Lichtenstein inspired tin can, pop explosion or hand inspired art work.</p> <p>Lesson 3: children to learn about Andy Warhol and they view famous pop art of his. Children discuss the features. Discuss the similarities and differences between the two artists. Children apply what they have learnt to either a picture of Barack Obama or Campbell's soup.</p> <p>Lesson 4 and 5: photograph the children so they can work on their own pop art style picture. Children to refer to the last lesson. Children think about different colour combinations and explore which colours go well together. Children to evaluate these and then select the colours they prefer for their final piece.</p> <p>Lesson 6: children to use their work from the last lesson to complete their A4 portrait in the style of Andy Warhol.</p> <p>People in action Y6 - People Use of Colour - Y3 Fruit and Vegetables, (Y4 Insects) (Y6 Seaside)</p> <p>English – Writing composition - planning what they are going to write about (what they like/don't like) and comparing 2 pieces of work.</p> <p>Maths – Geometry – the properties of 2D and 3D shapes. Drawing lines and shapes with straight edges.</p> <p>Independence (own final piece).</p>	
Topic / Summer One		DT Topic	
Topic / Summer Two		<p>Nature Sculptures – 3-D –form.</p> <p>Lesson 1 – Mini models: I can talk about nature sculptures. I can make a clay model of a natural object.</p> <p>Lesson 2 – Drawing from Nature: I can draw an observational drawing of a natural object.</p> <p>Lesson 3 – Woodland Walk: I can collect material for my nature sculptures.</p> <p>Lesson 4 – Land Art: I can talk about the artist Andy Goldsworthy. I can make my own land art.</p> <p>Lesson 5 – The Big Build: I can work in a group to make a Big Build nature sculpture. I can compare our sculptures to the work of Andy Goldsworthy.</p>	<p>Natural, natural material, nature, clay, land art, Andy Goldsworthy, ephemeral, observational drawing, collage, texture, pattern, sculpture, model, 3-D - form</p>

	<p>Lesson 6 – Showcase collage: I can make a collage about my work on nature sculptures. I can talk about my work on nature sculptures.</p> <p>Sculptures – Y3 Fruit and Vegetables Nature – British Art Y4 Clay – Y3 Fruit and Vegetables, Y5 Wildlife birds Collage – Y5 South American Art, Y6 Seaside.</p> <p>English – Writing composition - writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence, make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>Maths – Geometry – properties of 3D shapes. Measurement – height and length of sculptures in mm/cm.</p> <p>Team player/communication (work in a group and talk about Andy Goldsworth and evaluate work).</p>	
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Curriculum Coverage: Key Stage Two

Expected Vocabulary. NC Objectives. Intended activities. Additional knowledge for upper year groups

Year Three	Curriculum Objective	Knowledge/Activity	Vocab
Topic / Autumn One	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including 	<p>Bodies</p> <p>Drawing outlines in felt tip in the context of Julian Opie.</p> <p>Drawing body shapes in charcoal, learn about great artists, architects and designers in history in the context of Henry Moore.</p> <p>Drawing bodies in pen, within sketchbooks.</p> <p>Making body maquettes, sketching within books.</p> <p>Making figures in Mod Roc, learn about great artists, architects and designers in history in the context of Giacometti.</p> <p>Making paper clothes and learn about great artists, architects and designers in history in the context of Vivienne Westwood. Finish with a fashion show.</p> <p>Drawing in Charcoal – Y5 (Ancient Egypt)</p>	<p>Shape, outline, colour, Line, pattern, tone, smudge, blend, mark, hard, soft, light, heavy, jagged, smooth, Terracotta, army, China, maquette, outline, form, structure, pleat, fold, belt, buckle, brim, cuff, sleeve, lapel, collar, sleeve, waistband, hem, gusset, seam, strap, buttonhole,</p>

	<p>drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> • about great artists, architects and designers in history. <p>The 10 Key Skills are interlinked throughout the KS2 Art curriculum in every topic:</p> <ul style="list-style-type: none"> • Creativity – designing and making their own pieces of art work both independently and with others. 	<p>Drawing in pen – (Y5 Ancient Egypt, Y6 Seaside) Paper – (Y4 European Art)</p> <p>English – Reading comprehension – preparing scripts to read aloud and perform showing tone, volume and action. Writing composition - composing and rehearsing sentences orally (including dialogue). Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Maths – Geometry – make 3D shapes using modelling materials. Independence (work on own) Team player (present fashion show)</p>	<p>headband, fashion, designer.</p>
Topic / Autumn Two		No Art	
Topic / Spring One		No Art	
Topic / Spring Two	<ul style="list-style-type: none"> • Curiosity – Researching artists, applying their techniques to their own work and working with different materials. • Communicator – evaluating their own and others (both professionals and peers) work and describing their own and other artist’s work. • Value – Looking at a range of artists from different cultures and backgrounds. • Challenge – using different materials and art techniques, evaluating work and improving it. • Resilient – Improving work from feedback and using different artistic techniques and materials. 	<p>Fruit and Vegetables</p> <p>Drawing pepper in charcoal, learn about great artists, architects and designers in history in the context of Braque, Claesz and Kalf. Sculpting peppers in clay.</p> <p>Drawing fruit and vegetables in colour improve mastery of art and design techniques, including drawing in the context of oil pastel/coloured pencil drawings, in the context of Carl Warner.</p> <p>Painting fruit and vegetables, improve their mastery of art and design techniques, including painting in the context of painting fruit and vegetables, in the context of Caravaggio.</p> <p>Design fruit and vegetable ‘softies’ on fabric, use sketch books to record observations and use them to review and revisit ideas in the context of using observations to design textiles in a Michael Brennand-Wood context.</p> <p>Drawing in charcoal – Y3 (Bodies), Y5 (Ancient Egypt). Use of Colour (Y4 Insects) (Y6 Seaside) Clay – Y5 Wildlife birds</p> <p>English – Writing composition - organising paragraphs around a theme (review and revisit ideas). Use simple organisational devices e.g. heading and sub-headings.</p> <p>Maths – Geometry - draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different</p>	<p>Line, pattern, tone, smudge, blend, mark, self-portrait, hard, soft, light, heavy, jagged, smooth, texture, shape, form, veins, seeds, blend, Braque, Claesz and Kalf, Carl Warner, Caravaggio, Michael Brennand-Wood</p>

		orientations and describe them. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Independent – draw and design own fruit and vegetables.	
Topic / Summer One		<p>British Art Telling stories in pictures: learn about great artists, architects and designers in history in the context of Paula Rego, through illustrating a story. Painting landscapes in the context of Gainsborough. Memory postcards: learn about great artists, architects and designers in history in the context of Sonia Boyce. Portraits in different effects, in the context of a range of media and compositions through learning about Lucien Freud and Howard Hodgkin. Making sensory boxes: learn about great artists, architects and designers in history in the context of Anish Kapoor.</p> <p>Painting – Y4 (Autumn 2), Y5 (South and Central American art), Y6 Chinese art</p> <p>English – Reading comprehension – retrieve and records information from non-fiction (artists). Listen to and discuss fiction (storytelling).</p> <p>Maths – Geometry – position of shapes e.g. background, foreground, middle ground, identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Number – sequences and patterns.</p> <p>Independent – make own postcards and sensory boxes.</p>	Storytelling, Portugal, women, folk tales, Paula Rego, Gainsborough, Sonia Boyce, Lucien Freud, Howard Hodgkin, Anish Kapoor, light, colour, foreground, middle ground, background, Suffolk, pattern, Afro Caribbean, colour, memory, portrait, texture, abstract, emotion, warm, form, touch, taste, hear, see, smell, senses, sensory.
Topic / Summer Two		No Art	
Year Four			
Topic / Autumn One		No Art this half term.	
Topic / Autumn Two		Look at work by Claude Monet and find out facts about him and his style of work. Mixing paint and painting The River Thames. Evaluate work – WWW and EBI.	Claude Monet, The River Thames, The Houses of Parliament – The Palce of Westminster, hazy,

		<p>English – Reading comprehension – retrieve and record information from non-fiction, drawing on main ideas and summarising these. Composition – use organisational features such as headings and sub-headings.</p> <p>Maths – Geometry – reflection of shapes describe movements between positions as translations of a given unit to the left/right and up/down.</p> <p>Independent – own painting.</p> <p>Team player – Evaluate others’ work.</p>	<p>blurred, impression, paint, reflection, sunrise, sunset, warm, mist, fog, air pollution, factory smoke, observation, mood, weather, shades of colour, colour mixing, lighter, darker, acrylic paint, evaluation – WWW and EBI.</p>
Topic / Spring One		No Art this half term.	
Topic / Spring Two		<p>Insects – drawing in pencil, record observations. Use of colour. Use oil pastels. Look at work by Louise Bourgeois and Jennifer Angus. Make an insect sculpture</p> <p>Sculpture - Y5 (Ancient Egypt)</p> <p>English – Reading comprehension – retrieve and record information from non-fiction, drawing on main ideas and summarising these. Composition – assess the effectiveness of someone else’s work and suggest improvements.</p> <p>Maths – Geometry (recap Y3 making models of 3D shapes), complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p>Independence (independently work in sketch book)</p> <p>Team player (make an insect sculpture with others)</p>	<p>Line, pattern, texture, form, shape, tone, thorax, abdomen, head, antennae, wings, shadow, light, 3-d model, sculpture, marionette, theatre, voice.</p>
Topic / Summer One		No Art this half term.	
Topic / Summer Two		<p>European Art – Drawing Broken Buildings Great artists – Anselm Kiefer – research facts. Draw a building on large paper paying attention to detail. Look at work by Michelangelo. Look at Teenage Mutant Ninja Turtles. Look at key features of work. Humans on the ceilings. Research facts on Le Corbusier. Watch film and discuss shapes and create shape houses. Use pencils to draw dark and light and discuss and fill with tone.</p>	<p>Decay, destruction, ruined, damaged, ceiling, Sistene Chapel, grind, plaster, Florence, fresco, rectangular, concrete, terrace, architect, 2-d shape vocab, portrait, light, dark, tone, shadow,</p>

		<p>Focus on Coco Chanel and making a paper hat. Learn about work by Salvador Dali and make a moustache picture.</p> <p>Drawing with pencils – Y5 (Wildlife birds), Y5 (Ancient Egypt) Tone Y6 – People in action</p> <p>English – Reading comprehension – retrieve and record information from non-fiction, drawing on main ideas and summarising these. Composition – use organisational features such as headings and sub-headings.</p> <p>Maths – Geometry - compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>Team player (discuss shapes) Independent (create shape houses)</p>	<p>brim, peak, buckle, edging, trimmings, decorations, surrealist, moustache, props and events.</p>
Year Five			
Topic / Autumn One		<p>Wildlife birds Lesson 1- Drawing birds in pencil Lesson 2- Drawing feathers Lesson 3 – Printing feathers Lesson 4 – Mixing textured clay tiles Lesson 5 – Modelling newspaper birds Lesson 6 – Finishing newspaper birds</p> <p>English – Comprehension – record, retrieve and present information from non-fiction. Composition – Plan by having original ideas drawing on reading and research.</p> <p>Maths – Measurement - Measuring the lengths, areas and perimeters of the clay tiles. Geometry – identify 3D shapes from 2D shapes, identify 90 degrees on the tile.</p> <p>Impendence (draw own bird), Team player (model newspaper birds with a partner)</p>	<p>Drawing, printing, mixing textures.</p>
Topic / Autumn Two		No Art	
Topic / Spring One		<p>South and Central American Art</p> <ol style="list-style-type: none"> 1. Making picture puzzles – learn about artist Leonora Carrington 2. Catching dream - make a dream catcher using paint 	<p>Paint, colour, collage, printing, pattern.</p>

		<ol style="list-style-type: none"> 3. Mural Mash up – Learn about Diego Rivera and colour drawing 4. Tropical Collage – Beatriz Milhazes making a collage using coloured painting and printing. 5. Tropical Collage – Carlos Paez Vilaro – patterned drum making. <p>Collage – Y6 Seaside Painting – Y6 Chinese Art</p> <p>English – Comprehension – record, retrieve and present information from non-fiction. Composition – Plan by having original ideas drawing on reading and research. Use sub-headings and bullet points for research into artists.</p> <p>Maths – Number and place value – sequences and patterns. Number fractions – using decimal places to measure string for dream catcher.</p> <p>Independent (make own dream catcher)</p>	
Topic / Spring Two		No Art	
Topic / Summer One		No Art	
Topic / Summer Two		<p>Ancient Egypt</p> <ol style="list-style-type: none"> 1. Drawing faces in pencil - To create sketch books to record observations and use them to review and revisit ideas in the context of the drawing activity. 2. Drawing faces in charcoal - To improve mastery of art and design techniques, including drawing in the context of charcoal. 3. Drawing masks in pen - To create sketch books to record observations and use them to review and revisit ideas in the context of recording observations as a pen drawing. 4. Making Egyptian masks in pen - To improve mastery of art and design techniques, including clay in the context of clay facemasks. 5. Modelling masks in papier mache - To improve mastery of art and design techniques, including sculpture in the context of modelling masks in papier mache. 6. Finishing masks in papier mache - To improve their mastery of art and design techniques, including painting in the context of painting Egyptian masks. 	Papier mache, modelling masks.

		<p>Drawing faces in pencil – Y6 People in action Drawing in pen – Y6 Seaside Painting – Y6 Chinese art</p> <p>English – Comprehension – record, retrieve and present information from non-fiction. Composition – Plan by having original ideas drawing on reading and research. Access the effectiveness of theirs and someone else’s work.</p> <p>Maths – Geometry – identify 3D shapes from their 2D representation. Measurement - Measuring the lengths, areas and perimeters of the clay tiles.</p> <p>Independent (make own sculpture), Team player (evaluate their own and others’ work)</p>	
Year 6			
Topic / Autumn One		DT	
Topic / Autumn Two		<p>People In Action Lesson 1 To be able to record from first-hand observation. To develop the element of line and work on contours and movement.</p> <p>Lesson 2 To study facial expressions relating to movement. To develop the element of line to demonstrate feelings or expressions.</p> <p>Lesson 3 – To study the techniques of artists when portraying movement. To continue to work on line techniques and begin to look at the tone and shapes used by artists.</p> <p>Lesson 4</p>	<p>Contours, line, facial expressions, movement, tone, shape, form, perception.</p>

		<p>To be able to create a montage to portray movement. To begin to look at 'form' and using tone and perception.</p> <p>Lesson 5 To be able to use printing to create movement art. To continue to develop the element of line whilst adding in tones.</p> <p>Lesson 6 To be able to use the ideas gathered from different artists, methods and techniques to create a piece of movement art. To combine their skills of line, tone and form.</p> <p>English – Composition - noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Maths – Geometry – Draw 2D shapes given dimensions and angles, recognise and describe 3D shapes. Ratio and proportion - solve problems involving similar shapes where the scale factor is known or can be found.</p> <p>Team player and self-aware (study other's facial expressions) Independent (creating own movement art).</p>	
Topic / Spring One		<p>Chinese Art Lesson 1 To explore the themes, styles and colours of traditional Chinese art.</p> <p>Lesson 2 To explore the theme of dragons in Chinese art.</p> <p>Lesson 3 To find out about importance of brushstrokes in Chinese art.</p> <p>Lesson 4 To find out about and replicate Chinese calligraphy.</p> <p>Lesson 5</p>	Brushstroke, calligraphy, porcelain.

		<p>To find out about the Terracotta Army. Lesson 6 To find out about and recreate porcelain of the Ming dynasty.</p> <p>English – Handwriting - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters, choosing the writing implement that is best suited for a task. Comprehension - retrieve, record and present information from non-fiction.</p> <p>Maths – Geometry – reflecting shapes. Independent (own calligraphy)</p>	
Topic / Spring Two		DT	
Topic / Summer One		<p>Seaside Lesson 1. Drawing Fish in Pen To improve mastery of art and design techniques, including drawing in the context of pen drawings. To create sketch books to record observations and use them to review and revisit ideas in the context of the drawing activity.</p> <p>Lesson 2 To improve mastery of art and design techniques, including drawing in the context of oil pastel/coloured pencil drawings. To learn about great artists, architects and designers in history in the context of Alfred Wallis.</p> <p>Lesson 3 Printing Fish on Colour To improve mastery of art and design techniques, in the context of printing.</p> <p>Lesson 4 Weaving Seaside Scenes To improve their mastery of art and design techniques in the context of weaving with plastic.</p> <p>Lesson 5 Making Fish Lanterns To improve mastery of art and design techniques, including collage in the context of making lanterns.</p> <p>Lesson 6</p>	Sketch, observations, weaving, collage,

		<p>Finishing Fish Lanterns To improve mastery of art and design techniques, including collage in the context of finishing lanterns. To learn about great artists, architects and designers in history in the context of Hokusai.</p> <p>English – Comprehension - retrieve, record and present information from non-fiction. Composition - noting and developing initial ideas, drawing on reading and research where necessary, assessing the effectiveness of their own and others' writing.</p> <p>Maths - Measurement - use, read, write and convert between standard units.</p> <p>Independence (own drawing of fish and collage)</p>	
Topic / Summer Two		DT	