





Art Curriculum Coverage: Key Stage One


Expected Vocabulary. NC Objectives. Intended activities. Prior knowledge – must be revisited before new content taught

Cross curricular(English) Cross curricular(Maths) Ten key skills


Year One	Curriculum Objective	Knowledge/Activity	Vocab
<p>Topic / Autumn One</p> <p>Drawing: Make your mark</p> <p>Exploring mark making and line; working and experimenting with different materials through observational and collaborative pieces.</p>	<p>Show knowledge of language and literacy to describe lines. Show control when using string and chalk to draw lines. Experiment with a range of mark-making techniques, responding appropriately to music. Colour neatly and carefully, featuring a range of different media and colours. Apply a range of marks successfully to a drawing. Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.</p>	<p>Lesson 1: Exploring Line To know how to create different types of lines.</p>  <p>Lesson 2: Making Waves To explore line and mark making to draw water.</p>  <p>Lesson 3: Experimenting with Media To draw with different media.</p> <p>Lesson 4: Mark Making To develop an understanding of mark making.</p> <p>Lesson 5: Drawing from Observation</p>	<p>2D shape 3D shape abstract chalk charcoal circle continuous cross-hatch diagonal dots firmly form horizontal vertical lightly</p>

		<p>To apply an understanding of drawing materials and mark making to draw from observation</p> <p>Maths – vocabulary relating to direction and shape English – descriptive language to describe lines.</p>	
Topic / Autumn Two	N/A DT this half term	N/A DT this half term	N/A DT this half term
<p>Topic / Spring One</p> <p>Painting and mixed media: Colour Splash</p> <p>Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns.</p>	<p>Name the primary colours. Explore coloured materials to mix secondary colours. Mix primary colours to make secondary colours. Apply paint consistently to their printing materials to achieve a print. Use a range of colours when printing. Mix five different shades of a secondary colour. Decorate their hands using a variety of patterns. Mix secondary colours with confidence to paint a plate. Describe their finished plates.</p>	<p>Lesson 1: Making colours To investigate how to mix secondary colours.</p> <p>Lesson 2: Painting with colour To apply knowledge of colour mixing when painting.</p> <p>Lesson 3: Printing with paint To explore colour when printing.</p> <p>Lesson 4: Exploring colour mixing To experiment with paint mixing to make a range of secondary colours.</p> <p>Lesson 5: Clarice Cliff plates To apply their painting skills when working in the style of an artist</p> <p>Maths – repeating patterns in Clarice Cliff and Jasper Johns' pieces English – Use of verbal language to describe plate patterns. Key Skill – ask curious questions around colour mixing. E.g. what happens if I mix this together with that?</p> 	<p>blend hue kaleidoscope pattern mix primary colour print secondary colour shade shape space texture thick</p>

Topic / Spring Two	N/A DT this half term	N/A DT this half term	N/A DT this half term
<p>Topic / Summer One</p> <p>Sculpture and 3D: Paper Play</p> <p>Creating simple three-dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures.</p>	<p>Roll paper tubes and attach them to a base securely. Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other. Shape paper strips in a variety of ways to make 3D drawings. Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest. Create a tree of life sculpture that includes several different techniques for shaping paper. Work successfully with others, sustaining effort over a time. Paint with good technique, ensuring good coverage.</p>	<p>Lesson 1: Tube towers To roll paper to make 3D structures.</p> <p>Lesson 2: 3D drawings To shape paper to make a 3D drawing.</p> <p>Lesson 3: Tree of life To apply paper-shaping skills to make an imaginative sculpture.</p> <p>Lesson 4: Giant spider model part 1 To work collaboratively to plan and create a sculpture.</p> <p>Lesson 5: Giant spider model part 2 To apply painting skills when working in 3D.</p> <p>Maths – language relating to shape in the construction of their sculpture.</p> <p>English – Oracy – turn taking and reasoning language to create sculpture.</p> <p>Key Skill – Team player</p> 	<p>DTist</p> <p>carving</p> <p>concertina</p> <p>curve</p> <p>cylinder</p> <p>imagine</p> <p>loop</p> <p>mosaic</p> <p>overlap</p> <p>sculpture</p> <p>spiral</p> <p>three dimensional (3D)</p> <p>tube</p> <p>zig-zag</p>
Topic / Summer Two	N/A DT this half term	N/A DT this half term	N/A DT this half term
Year Two			

<p>Topic / Autumn One</p> <p>Drawing: Tell a story</p> <p>Using story book illustrations as a stimulus, children develop their mark making to explore a wider range of tools and experiment with creating texture to add detail to drawings.</p>	<p>Suggest ways to draw a word through marks. Use relevant language to describe how an object feels. Suggest ways to create different textures through drawn marks. Freely experiment with different tools, receiving encouragement when needed. Describe and then draw shapes that make up an object. Use good observational skills to add details to their drawing. Use an interesting range of marks that show an understanding of how to draw different textures. Make sketches, which may be of basic stick-like figures or may imply more shapes. Develop sketches into a character, with some support, adding details to enhance their character. Demonstrate an understanding of how drawing facial features in different ways conveys expressions. Recount a story and select key events to draw. Create scenes from their own imagination, with some support.</p>	<p>Lesson 1: Charcoal mark making To develop a range of mark making techniques.</p> <p>Lesson 2: Creating texture To explore and experiment with mark-making to create textures.</p> <p>Lesson 3: My toy story To develop observational drawing.</p> <p>Lesson 4: Creating characters To understand how to apply expressions to illustrate a character.</p> <p>Lesson 5: Tell a story To develop illustrations to tell a story.</p> <p>Maths – describing and drawing shapes</p> <p>English - Story recount</p> <p>Prior learning - Year 1 drawing: make your mark - Exploring mark making and line; working and experimenting with different materials</p> <p>Key Skill – creative – showing how facial features convey expressions and creating scenes from imagination.</p> 	<p>blending charcoal concertina cross hatching emoji emotion expression frame hatching illustrations illustrator lines mark-making re-tell</p>
<p>Topic / Autumn Two</p>	<p>N/A DT this half term</p>	<p>N/A DT this half term</p>	<p>N/A DT this half term</p>
<p>Topic / Spring One</p> <p>Painting and mixed media: Life in colour</p> <p>Developing colour mixing skills, learning</p>	<p>Name the primary and secondary colours. Talk about the colour changes they notice and make predictions about what will happen when two colours mix. Describe the colours and textures they see. Try</p>	<p>Lesson 1: Colour magic To develop knowledge of colour mixing.</p> <p>Lesson 2: Texture hunt To know how texture can be created with paint.</p> <p>Lesson 3: Making textures</p>	<p>collage detail mixing overlap primary colour secondary colour surface</p>

<p>about the work of artist Romare Bearden and creating textured papers using paint, children compose collages inspired by their exploration of colour and texture in the world around them.</p>	<p>different tools to recreate a texture and decide which tool works best. Show they can identify different textures in a collaged artwork. Apply their knowledge of colour mixing to match colours effectively. Choose collage materials based on colour and texture. Talk about their ideas for an overall collage. Try different arrangements of materials, including overlapping shapes. Give likes and dislikes about their work and others'. Describe ideas for developing their collages. Choose materials and tools after trying them out.</p>	<p>To use paint to explore texture and pattern.</p> <p>Lesson 4: Collage creation To compose a collage, choosing and arranging materials for effect.</p> <p>Lesson 5: Developing detail To evaluate and improve art work.</p> <p>Prior learning Year 1 - Painting and mixed media: Colour Splash. Exploring colour mixing and creating textures.</p> <p>English – descriptive language used for the colours they see.</p> <p>Key Skill – giving likes and dislikes in a kind and respectful way.</p> <div data-bbox="958 711 1176 858" style="background-color: #90EE90; padding: 5px; text-align: center;"> <p>Independent and self- aware</p> </div>	<p>texture</p>
<p>Topic / Spring Two</p>	<p>N/A DT this half term</p>	<p>N/A DT this half term</p>	<p>N/A DT this half term</p>
<p>Topic / Summer One</p> <p>Sculpture and 3D: Clay houses</p> <p>Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own</p>	<p>Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. Roll a smooth tile surface. Join clay shapes and make marks in the tile surface to create a pattern. Draw a house design and plan how to create the key features in clay. Create a clay house tile that has recognisable features made by both impressing objects</p>	<p>Lesson 1: Exploring clay To use my hands as a tool to shape clay.</p> <p>Lesson 2: Pinch pots To shape a pinch pot and join clay shapes as decoration.</p> <p>Lesson 3: Applying skills in clay To use impressing and joining techniques to decorate a clay tile.</p> <p>Lesson 4: Designing a tile To use drawing to plan the features of a 3D model.</p> <p>Lesson 5: House tiles</p>	<p>casting ceramic cut detail flatten glaze impressing in relief join negative space pinch pot plaster roll score shapes</p>

clay house tile in response.	into the surface and by joining simple shapes.	To make a 3D clay tile from a drawn design. Prior learning – Year 1 Sculpture and 3D: Paper Play Creating simple three-dimensional shapes and structures. Progression from paper to clay. Maths – language used to describe shapes that connect together. Key skill – Resilience. Using hands to shape tool – one of the first opportunities children have had with clay so resilience will be needed! 	
Topic / Summer Two	N/A DT this half term	N/A DT this half term	N/A DT this half term

Art Curriculum Coverage: Key Stage Two

Expected Vocabulary. NC Objectives. Intended activities. Prior knowledge – must be revisited before new content taught

Cross curricular(English) Cross curricular(Maths) Ten key skills

Year Three	Curriculum Objective	Knowledge/Activity	Vocab
Topic / Autumn 1 Painting and mixed media: Prehistoric painting Discovering how and why our ancestors made DT, experimenting with	Recognise the processes involved in creating prehistoric DT. Explain approximately how many years ago prehistoric DT was produced. Use simple shapes to build initial sketches. Create a large-scale copy of a small sketch. Use charcoal to recreate the style of cave artists. Demonstrate good understanding of colour mixing	Lesson 1: Exploring prehistoric DT To apply an understanding of prehistoric man-made DT. Lesson 2: Charcoal animals To understand and use scale to enlarge drawings in a different medium. Lesson 3: Prehistoric palette To explore how natural products, produce pigments to make different colours.	charcoal composition negative image pigment positive image prehistoric proportion scaled up sketch smudging texture

<p>natural materials to make homemade paints and playing with scale to paint on a range of surfaces</p>	<p>with natural pigments. Discuss the differences between prehistoric and modern paint. Make choices about equipment or paint to recreate features of prehistoric DT, experimenting with colours and textures. Successfully make positive and negative handprints in a range of colours. Apply their knowledge of colour mixing to make natural colours.</p>	<p>Lesson 4: Painting on the cave wall To select and apply a range of painting techniques.</p> <p>Lesson 5: Hands on a cave wall To apply painting skills when creating a collaborative artwork.</p> <p>Prior learning Year 1 - Painting and mixed media: Colour Splash. Exploring colour mixing and creating textures. Painting and mixed media: Life in colour Developing colour mixing skills</p> <p>English – discussing comparisons between prehistoric DT and modern DT.</p> <p>Maths – understanding scale to increase and decrease images.</p> <p>Key Skill – valuing DT from another period of time</p> <p>Valuing</p>	<p>tone</p>
	<p>N/A DT this half term</p>	<p>N/A DT this half term</p>	<p>N/A DT this half term</p>
<p>Topic / Spring 1</p> <p>Drawing: Growing DTists</p> <p>Developing and understanding of shading and drawing techniques to create botanical inspired drawings.</p>	<p>Know the difference between organic and geometric shapes. Use simple shapes to form the basis of a detailed drawing. Use shading to demonstrate a sense of light and dark in their work. Shade with a reasonable degree of accuracy and skill. Blend tones smoothly and follow the four shading rules. Collect a varied range of textures using frottage. Use tools competently, being willing to experiment. Generate ideas mostly independently and make decisions to compose an interesting frottage image. Make considered cuts and tears to</p>	<p>Lesson 1: See like an artist To recognise how artists, use shape in drawing.</p> <p>Lesson 2: Shading To understand how to create tone in drawing by shading.</p> <p>Lesson 3: Texture pictures To understand how texture can be created and used to make DT.</p> <p>Lesson 4: Botanical drawing To apply observational drawing skills to create detailed studies.</p> <p>Lesson 5: Abstract flowers</p>	<p>abstract arrangement blend botanical botanist composition cut dark even expressive form frame frottage geometric</p>


	<p>create their ideas. Understand how to apply tone, with some guidance about where to use it. Draw a framed selection of an image onto a large scale with some guidance. Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.</p>	<p>To explore composition and scale to create abstract drawings.</p> <p>Prior learning Year 1 drawing: make your mark - Exploring mark making and line; working and experimenting with different materials. Year 2 Drawing – Tell a Story. Different textures through different lines.</p> <p>English – new vocabulary explanations: 'frottage', 'botanist', 'abstract'</p> <p>Maths – drawing from or to scale, geometric shapes</p> <p>Key Skill – try a range of drawing materials</p> <p>Challenge</p>	
<p>Topic / Spring two</p>	<p>N/A DT this half term</p>	<p>N/A DT this half term</p>	<p>N/A DT this half term</p>
<p>Topic / Summer One</p> <p>Sculpture and 3d: Abstract shape and space</p> <p>Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn to join and create free standing structures inspired by the work of Anthony Caro.</p>	<p>Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together. Make a structure that holds its 3D shape. Explain in simple terms the difference between 2D and 3D DT. Combine shapes together to make an interesting free-standing sculpture. Try out more than one way to create joins between shapes. Identify familiar 2D shapes in photographs. Identify shapes in the negative space between objects. Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect. Plan an abstract sculpture based on play equipment. Show that they</p>	<p>Lesson 1: Structural shapes To join 2D shapes to make 3D structures.</p> <p>Lesson 2: Constructing in 3D To join materials in different ways when working in 3D.</p> <p>Lesson 3: Seeing space To develop ideas for 3D art work.</p> <p>Lesson 4: Abstract sculpture To apply knowledge of sculpture when working in 3D.</p> <p>Lesson 5: Surface decoration To evaluate and improve an art work.</p> <p>Prior learning – Year 1 Sculpture and 3D: Paper Play Creating simple three-dimensional shapes and structures. Progression from paper to clay. Year 2 – Sculpture and 3D houses.</p> <p>Maths – differences between 2d and 3d shapes</p> <p>Key Skill – think about sculpture and make choices about what to add.</p>	<p>abstract found objects negative space positive space sculptor sculpture structure three-dimensional</p>

	<p>have learned how to shape materials in more than one way (e.g. by folding and rolling). Choose appropriate methods for joining elements in their sculptures. Show that they have thought about how to improve their sculptures and made choices about what to add. Work cooperatively in pairs to add detail to their art work.</p>	<p>Independent and self-aware</p> <p>Team player</p>	
Topic / Summer Two	N/A DT this half term	N/A DT this half term	N/A DT this half term
Year Four			
Autumn on	N/A DT this half term	N/A DT this half term	N/A DT this half term
<p>Topic / Autumn two</p> <p>Painting and mixed media: Light and dark</p> <p>Developing skills in colour mixing, focusing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece.</p>	<p>Share their ideas about a painting. Describe the difference between a tint and a shade. Mix tints and shades by adding black or white paint. Discuss their real-life experiences of how colours can appear different. Use tints and shades to paint an object in 3D. Try different arrangements of objects for a composition, explaining their decisions. Produce a clear sketch that reflects the arrangement of their objects. Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions. Paint with care and control to make a still life with recognisable objects.</p>	<p>Lesson 1: Tints and shades – Option 1 To understand how to darken or lighten a colour when mixing paint</p> <p>Lesson 2: Three dimensions To use tints and shades to give a three-dimensional effect when painting.</p> <p>Lesson 3: Painting techniques To explore how paint can create very different effects.</p> <p>Lesson 4: Composition To consider proportion and composition when planning a still life painting.</p> <p>Lesson 5: Still life To apply knowledge of colour mixing and painting techniques to create a finished piece.</p> <p>Prior learning Year 1 - Painting and mixed media: Colour Splash. Exploring colour mixing and creating textures. Painting and mixed media: Life in colour</p>	<p>abstract composition contrasting dabbing paint detailed figurative formal grid landscape mark-making muted paint wash patterned pointillism</p>

		<p>Developing colour mixing skills. Year 3 Painting and mixed media: Prehistoric painting English – explaining decisions around why they have arranged an object in a particular way, Maths – understanding 3 dimensions further Key Skill – self-aware – discussions around how people see colours differently.</p> <p>Independent and self-aware</p>	
Topic / spring one	N/A DT this half term	N/A DT this half term	N/A DT this half term
<p>Topic / Spring two</p> <p>Sculpture and 3D: Mega materials</p> <p>Exploring how different materials can be shaped and joined and learn about techniques used by DTists as diverse as Barbara Hepworth and Sokari Douglas-Camp, children create their own sculptures.</p>	<p>Try drawing in an unfamiliar way and take risks in their work. Use familiar shapes to create simple 3D drawings and describe the shapes they use. Draw a simple design with consideration for how its shape could be cut from soap. Transfer a drawn idea successfully to a soap carving. Make informed choices about their use of tools. Successfully bend wire to follow a simple template, adding details for stability and aesthetics. Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp. Show they are considering alternative ways to display their sculpture when photographing it. Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials. Describe how their work has been</p>	<p>Lesson 1: From 2D to 3D To develop ideas for 3D work through drawing and visualisation in 2D.</p> <p>Lesson 2: Soap sculptures To use more complex techniques to shape materials.</p> <p>Lesson 3: Working with wire To explore how shapes can be formed and joined in wire.</p> <p>Lesson 4: Shadow sculpture To consider the effect of how sculpture is displayed.</p> <p>Lesson 5: Recycle and recreate To choose and join a variety of materials to make sculpture.</p> <p>Prior learning – Year 1 Sculpture and 3D: Paper Play Creating simple three-dimensional shapes and structures. Progression from paper to clay. Year 2 – Sculpture and 3D houses. Year 3 – Sculpture and 3d: abstract shape and space. English – describe how their work has been influenced by El Anatsui</p>	<p>abstract carving ceramics join mesh model figurative form found objects hollow organic shape pliers quarry sculpture</p>

	influenced by the work of El Anatsui.	<p>Maths – understanding 3 dimensions further</p> <p>Key Skill – curious – about DT made by people from different cultures.</p> <p>Curious</p>	
Topic / summer one	N/A DT this half term	N/A DT this half term	N/A DT this half term
<p>Topic / Summer two</p> <p>Craft and Design: Ancient Egyptian Scrolls</p> <p>Developing design and craft skills, taking inspiration from Ancient Egyptian DT and pattern and paper making.</p>	Describe objects, images and sounds with relevant subject vocabulary. Create drawings that replicate a selected image. Select imagery and colours to create a mood board with a defined theme and colour palette. Complete four drawings, created with confident use of materials and tools to add colour. Understand the work of William Morris, using subject vocabulary to describe his work and style. Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it. Identify and explain where a pattern repeats. Follow instructions to create a repeating pattern, adding extra detail. Understand different methods of creating printed fabric in creative industries. Use sketchbooks to evaluate patterns. Produce ideas to illustrate products using their designs.	<p>Lesson 1: Inspired by the rainforest To understand starting points in a design process.</p> <p>Lesson 2: One picture, four views To explore techniques to develop imagery.</p> <p>Lesson 3: Creating patterns To explore using a textile technique to develop patterns.</p> <p>Lesson 4: Repeating patterns To learn how to create a repeating pattern.</p> <p>Lesson 5: Fabric design To understand how DT is made for different purposes.</p> <p>Prior learning Year 1 drawing: make your mark - Exploring mark making and line; working and experimenting with different materials. Year 2 Drawing – Tell a Story. Different textures through different lines Year 1 - Painting and mixed media: Colour Splash. Exploring colour mixing and creating textures. Painting and mixed media: Life in colour Developing colour mixing skills. Year 3 Painting and mixed media: Prehistoric painting</p> <p>English – following instructions to create a repeating pattern. Subject vocabulary relating to topic. Maths – repeating patterns of shapes Key Skill – creating unique patterns using drawing</p>	<p>batik</p> <p>colour palette</p> <p>imagery</p> <p>industry</p> <p>craft</p> <p>craftsperson</p> <p>design</p> <p>develop</p> <p>designer</p> <p>inspiration</p> <p>mood board</p> <p>organic</p> <p>pattern</p> <p>repeat</p>

		Creative	
Topic / Summer Two	N/A DT this half term	N/A DT this half term	N/A DT this half term
Year Five			
<p>Topic / Autumn One</p> <p>Drawing: I need space</p> <p>Exploring the purpose and impact of images from the 'Space race' era of the 1950s and 60s; developing independence and decision making using open-ended and experimental processes; combining drawing and collagraph printmaking to create futuristic image.</p>	<p>Understand and explain what retrofuturism is. Participate in discussions and offer ideas. Evaluate images using simple responses, sometimes using formal elements to extend ideas. Provide plausible suggestions for how a piece was created. Comfortably use different stimuli to draw from. Use past knowledge and experience to explore a range of drawing processes. Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing. Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks. Generate a clear composition idea for a final piece that shows how it will be drawn. Apply confident skills to make an effective collagraph print. Independently select tools and drawing techniques, with some guidance. Demonstrate growing independence, discussing ways to improve work.</p>	<p>Lesson 1: Space imagery To explore the purpose and effect of imagery.</p> <p>Lesson 2: Drawing decisions To understand and explore decision making in creative processes.</p> <p>Lesson 3: Teis Albers To develop drawn ideas through printmaking.</p> <p>Lesson 4: A vision of the future To test and develop ideas using sketchbooks.</p> <p>Lesson 5: Revisiting ideas To apply an understanding of drawing processes to revisit and improve ideas.</p> <p>Prior learning Year 1 drawing: make your mark - Exploring mark making and line; working and experimenting with different materials. Year 2 Drawing – Tell a Story. Different textures through different lines. Year 4 – drawing images as part of Egyptian scroll project.</p> <p>English – explain what retrofuturism is. Participate in discussions about ideas. Provide suggestions about how works was created.</p> <p>Key Skill – demonstrate growing independence in discussion ways to improve work.</p> <p>Independent and self-aware</p>	<p>cold war collagraph collagraphy composition culture decision develop</p> <p>evaluate futuristic imagery printing plate printmaking process propaganda</p>

Topic / Autumn Two	N/A DT this half term	N/A DT this half term	N/A DT this half term
Topic / Spring One Painting and mixed media: Portraits Investigating self-portraits by a range of DTists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.	Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. Try a variety of materials and compositions for the backgrounds of their drawings. Communicate to their partner what kind of photo portrait they want. Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. Create a successful print. Use some DT vocabulary to talk about and compare portraits. Identify key facts using a website as a reference. Explain their opinion of an DTwork. Experiment with materials and techniques when adapting their photo portraits. Create a self-portrait that aims to represent something about them. Show they have considered the effect created by their choice of materials and composition in their final piece.	Lesson 1: Poem portrait To explore how a drawing can be developed. Lesson 2: Developing drawings To combine materials for effect. Lesson 3: Self-portraits To identify the features of self-portraits. Lesson 4: Changing faces To develop ideas towards an outcome by experimenting with materials and techniques. Lesson 5: Mixed-media portraits To apply knowledge and skills to create a mixed media self-portrait. Prior learning Year 1 - Painting and mixed media: Colour Splash. Exploring colour mixing and creating textures. Painting and mixed media: Life in colour Developing colour mixing skills. Year 3 Painting and mixed media: Prehistoric painting. Year 4: Painting and Mixed Media – developing skills in colour mixing. English –justify reasons for DT choices using spoken language and reference back to study pieces. Maths – varying size and shape of images to compose DT work. Key Skill – Communication with partner about the type of portrait they want and what. Talk about DT and compare DT and explain opinion of DT work. 	DT medium atmosphere background carbon paper collage composition continuous line drawing evaluate justify mixed media monoprint multi media paint wash portrait
Topic / Spring Two	N/A DT this half term	N/A DT this half term	N/A DT this half term

<p>Topic / Summer One</p> <p>Sculpture and 3D: Interactive: installation</p> <p>Learning about the features of installation DT and how it can communicate a message; exploring the work of Cai Guo-Qiang and discovering how our life experiences can inspire our DT; investigating how scale, location and interactive elements affect the way visitors experience installation DT.</p>	<p>Group images together, explaining their choices. Answer questions about a chosen installation thoughtfully and generate their own questions. Show that they understand what installation DT means. Justify their opinions of installation art works. Evaluate their box designs, considering how they might appear as full-sized spaces. Suggest changes they could make if they repeated the activity to create a different atmosphere in the space. Create an installation plan, model or space. Describe their creations and the changes they made as they worked. Describe how their space conveys a particular message or theme. Make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation. Show they have considered options for how to display their installation best e.g. lighting effects. Present information about their installation clearly in the chosen format. Justify choices made, explaining how they improve the viewer experience or make it interactive.</p>	<p>Lesson 1: What is installation DT? To identify and compare features of DT installations.</p> <p>Lesson 2: Space and scale To investigate the effect of space and scale when creating 3D DT.</p> <p>Lesson 3: Everyday amazing To problem-solve when constructing 3D art works.</p> <p>Lesson 4: Creative concepts To plan an installation that communicates an idea.</p> <p>Lesson 5: Viewer experience To apply their knowledge of installation DT and develop ideas into a finished piece.</p> <p>Prior learning – Year 1 Sculpture and 3D: Paper Play Creating simple three-dimensional shapes and structures. Progression from paper to clay. Year 2 – Sculpture and 3D houses. Year 3 – Sculpture and 3d: abstract shape and space. Year 4 – Sculpture and 3d: Mega Materials.</p> <p>English – Present information about their work and justify the reasons for the choice. Key Skill – Valuing the work of Guo-Qiang</p> <p>Valuing</p>	<p>analyse DT medium atmosphere concept culture display elements evaluate experience features influence installation DT interact interactive</p>
<p>Topic / Summer Two</p>	<p>N/A DT this half term</p>	<p>N/A DT this half term</p>	<p>N/A DT this half term</p>
<p>Year 6</p>			

<p>Topic / Autumn One</p> <p>Drawing: Making my voice heard</p> <p>From Ancient Maya to modern-day street DT, children look at how artists convey a message. Exploring imagery, symbols, expressive mark making and 'chiaroscuro' children consider audience and impact to create powerful drawings to make their voices heard.</p>	<p>Collect a good range of imagery, adding annotated notes and sketches. Make relevant comparisons between different styles of DT. Use tools effectively to explore a range of effects. Respond to the meaning of a spirit animal through drawing. Generate symbols that reflect their likes and dislikes with little support. Create a tile that is full of pattern, symbols and colours that represents themselves. Discuss ideas to create light and dark through drawing techniques. Explain the term chiaroscuro. Apply chiaroscuro to create light and form through a tonal drawing. Understand the impact of using techniques for effect. Participate in a discussion that examines the similarities and differences between different styles of DT. Form their own opinions about what DT is, justifying their ideas. Identify a cause and decide what message they want to convey. Understand artist's choices to convey a message. Review sketchbook and creative work to develop a drawn image. Review and revisit ideas to develop their work.</p>	<p>Lesson 1: Experimental mark making To explore expressive drawing techniques.</p> <p>Lesson 2: Symbolic imagery To consider how symbolism in DT can convey meaning.</p> <p>Lesson 3: Chiaroscuro To apply understanding of the drawing technique chiaroscuro.</p> <p>Lesson 4: Street DT To evaluate the context and intention of street DT.</p> <p>Lesson 5: Powerful imagery To apply an understanding of impact and effect to create a powerful image.</p> <p>Prior learning Year 1 drawing: make your mark - Exploring mark making and line; working and experimenting with different materials. Year 2 Drawing – Tell a Story. Different textures through different lines. Year 4 – drawing images as part of Egyptian scroll project. Year 5 – drawing unit on the space race.</p> <p>English – note making and annotations. Justify opinions and ideas.</p> <p>Key Skill – Team player – discussions with peers about likes and dislikes.</p> <p>Team player</p>	<p>aesthetic audience character traits chiaroscuro commissioned composition expressive graffiti guerilla imagery impact interpretation mark making Maya</p>
<p>Topic / Autumn Two</p>	<p>N/A DT this half term</p>	<p>N/A DT this half term</p>	<p>N/A DT this half term</p>
<p>Topic / Spring One</p>	<p>Understand a narrative and use descriptive language to tell a</p>	<p>Lesson 1: David Hockney – Option 1 To understand how to analyse a famous painting.</p>	<p>abstract analyse</p>

<p>Painting and mixed media: artist Study</p> <p>Exploring a selection of paintings through DT appreciation activities. Collecting ideas in sketchbooks and planning a final piece after researching the life, techniques and artistic intentions of an artist that interests them.</p>	<p>story. Suggest ideas for the meaning behind a picture. Identify different features within a painting and use the formal elements to describe it. Be creative and imaginative in finding their own meaning in a painting. Use their own DT or personal experiences to justify their ideas. Read a picture well and see beyond the first glance, analysing and evaluating it successfully. Reflect on personal experiences to convey through their own piece of abstract DT. Contribute to discussions to either the class, group or talk partner. Understand and choose a meaningful message to convey through imagery, creating some different composition ideas. Select an appropriate artist. Collect a range of information that is presented in an interesting and pleasing way in sketchbooks. Generate an idea for a final piece, demonstrating some inspiration from their chosen artist. Produce a final piece of work, selecting appropriate tools and materials to create an intended effect. Experiment and revisit ideas, drawing on creative experiences. Work in a sustained way to complete a piece, making evaluations at each stage.</p>	<p>Lesson 2: Paula Rego – The Dance To understand how to find meaning in painting.</p> <p>Lesson 3: John Singer Sargent – The Front Line To apply drama techniques to explore the meaning of a painting.</p> <p>Lesson 4: Fiona Rae – Option 1 To apply interpretation skills to analyse and respond to an abstract painting.</p> <p>Lesson 5: Lubaina Himid To understand how DT can tell stories or portray messages.</p> <p>Lesson 6: Research and planning To develop starting points for creative outcomes.</p> <p>Lesson 7: Making DT! To demonstrate an understanding of painting techniques to make personal choices.</p> <p>Prior learning Year 1 - Painting and mixed media: Colour Splash. Exploring colour mixing and creating textures. Painting and mixed media: Life in colour Developing colour mixing skills. Year 3 Painting and mixed media: Prehistoric painting. Year 4: Painting and Mixed Media – developing skills in colour mixing. Year 5 – drawing portraits</p> <p>English – use descriptive language to tell a story. Key Skill – Literate – communicate with peers during class discussions and connect personal experiences to their DT and justify their ideas.</p> <p>Literate</p>	<p>artist compose compositions convey evaluation inference interpret justify meaning medium mixed media narrative</p>
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Topic / Spring Two	N/A DT this half term	N/A DT this half term	N/A DT this half term
Topic / Summer One Craft and Design: Photo Opportunity Developing photography skills and techniques to design a range of creative photographic outcomes.	<p>Explain how a new image can be created using a combination of other images. Understand what photomontage is and recognise how artists use photography. Select relevant images and cut them with confidence and a level of control. Demonstrate a competent knowledge of effective composition, discussing their ideas. Use recording devices and available software with confidence. Demonstrate a confident understanding of Edward Weston's style through their artistic choices. Discuss the features of a design, e.g. explaining what is effective about a composition. Select a suitable range of props, considering the design brief and their initial ideas. Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects. Use editing software to change their image, reflecting an artist's style. Choose a suitable painting and suggest appropriate ways to recreate it photographically with props. Set up a composition and think about a space that will provide good lighting levels. Take a portrait that is focused and appropriately framed. Draw an accurately measured grid, with some support, understanding how it can support them with their drawing. Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned. Create a final painting or drawing with tonal differences that create a photo-realistic effect.</p>	<p>Lesson 1: Photomontage To apply an understanding of composition to create an effective photomontage advertising poster.</p> <p>Lesson 2: Macro photography To apply an understanding of abstract DT through photography.</p> <p>Lesson 3: Digital DT To demonstrate an understanding of design choices using digital photography techniques.</p> <p>Lesson 4: Recreating paintings To apply an understanding of photography to design and recreate a famous painting.</p> <p>Lesson 5: Photorealistic self-portraits To demonstrate observation and proportion to create DT in a photorealistic style.</p> <p>English –Discussion around the features around DT work.</p> <p>Maths – use positional language to describe the photographs of Weston. Use the viewfinder to discuss scale. Use of grid to support drawing.</p> <p>Key Skill – Creative. Create own DT work in a photorealistic style.</p> <p>Creative</p>	<p>album arrangement cityscape composition Dada digital editing emulate focus frame grid image layout macro</p>
Topic / Summer Two	N/A DT this half term	N/A DT this half term	N/A DT this half term