

Dunsford Community Academy



DUNSFORD

COMMUNITY ACADEMY

CURRICULUM OVERVIEW 2021-22

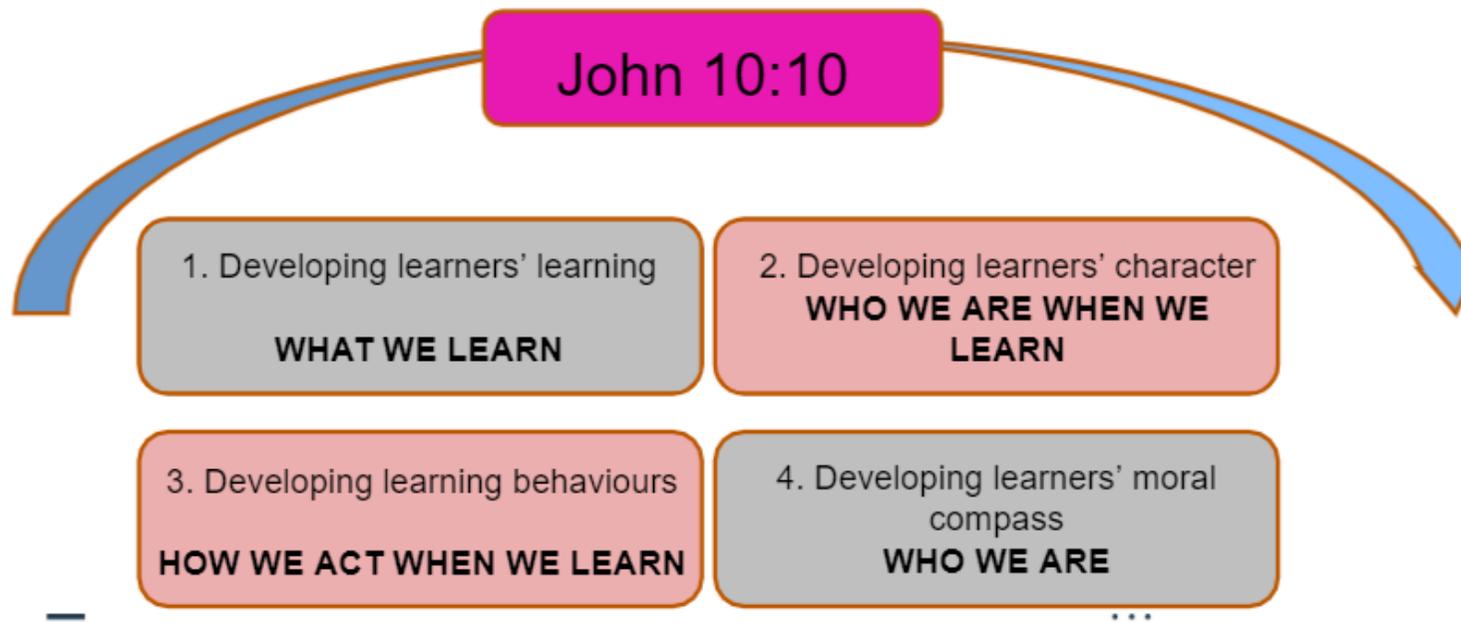
Art

Dunsford Community Academy's curriculum is intrinsically linked to our vision statement ***'Together we learn, Together we grow, Together we bloom.'*** Our curriculum is ambitious and we want our pupils to imagine what is possible for them to achieve and to develop confidence to fulfil their hopes and aspirations. Our ambition is to give the children the purpose and desire to create change in our local communities and the wider world beyond.

Our curriculum is the beating heart of our academies and is rooted in John 10:10.

“I came that they might have life and live it to the full”

Our children will flourish through experiencing a knowledge-rich curriculum which is both broad and balanced and fosters a love of learning, enabling all children to make connections and be well prepared for the next stage of their education.



Curriculum Intent

Developing learners' learning
WHAT WE LEARN

Our children will experience a knowledge-rich curriculum, underpinned by oracy, language and reading.

Developing learning behaviours
HOW WE ACT WHEN WE LEARN

Our children will develop their learning behaviours and attributes so that they can embrace all opportunities and think critically.

Developing learners' character
WHO WE ARE WHEN WE LEARN

Our children's uniqueness will be nurtured so that they develop self-discipline and integrity to make good choices.

Developing learners' moral compass
WHO WE ARE

Our children will develop a deep sense of self and others to contribute positively within the diverse community and world in which they live.

Art and Design

As artists, our children will be challenged and inspired to develop a sense of individual expression and have the confidence to imagine, invent, design and create their own works of art through a wide range of media and techniques. Experimentation, fuelled by curiosity, is embraced and valued as children develop techniques in using colour, pattern, texture, line, shape, form and space.

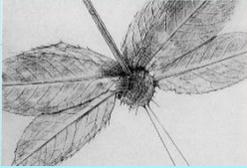
Alongside this, children will deepen their knowledge of great artists, as well as local artists, who have shaped and contribute towards our artistic culture and heritage on a local, national and global scale.

Year A	Autumn (Local)	Spring (National)	Summer (Global)
Year 1	<p><u>'Changing Seasons' with Yvonne Coomber</u></p> <p>Local Artist - <i>Yvonne Coomber (or Clare White)</i></p> <p>Drawing & Mark making - Local area/landscape Colour & Painting - Mixing colour and adding to landscape drawing</p>	<p><u>'Nature Sculptures' with Andy Goldsworthy</u></p> <p>National - <i>Andy Goldsworthy</i> (Sculpture)</p>	<p><u>'Frottage Studies' with Max Ernst</u></p> <p>World - <i>Max Ernst</i> Pattern & Printing</p>
Year 2/3/4	<p><u>'Travel Posters' with Becky Bettsworth</u></p> <p>Local - <i>Becky Bettsworth</i> Drawing (<i>use of IT as appropriate</i>)</p>	<p><u>'Repeat Print Designs' with William Morris</u></p> <p>National - <i>William Morris</i> Printing/pattern</p>	<p><u>'The world's rivers and lakes' with Claude Monet</u></p> <p>World - <i>Monet</i> Painting (Colour)</p>
Year 5/6	<p><u>'Abstract Landscapes' with Martin Bush</u></p> <p>Local- <i>Martin Bush</i> Painting (landscapes)</p>	<p><u>'Abstract Space' with Zoe Squires</u></p> <p>National - <i>Zoe Squires</i> Drawing, painting, sculpture</p>	<p><u>'Botanical Printmaking' with Wang Gai</u></p> <p>National - <i>Wang Gai</i> Printing</p>
Year B	Autumn (Local)	Spring (National)	Summer (Global)
Year 1	<p><u>'Devon Seascapes' with Brian Pollard</u></p> <p>Local Artist - <i>Brian Pollard</i> Drawing & Mark making Colour & Painting</p>	<p><u>'Collage Art' with Clover Robin</u></p> <p>National - <i>Clover Robin</i> Design and make products</p>	<p><u>'Natures Colours' with Kandinsky</u></p> <p>World - <i>Kandinsky</i> Pattern & Printing - (Abstract)</p>

Year 2/3/4	<u>'Devonshire Landscapes' with Stephen Thomas</u> Local - Stephen Thomas Painting (landscapes)	<u>'Clay sculptures' with Henry Moore</u> National - Henry Moore Sculpture	<u>'The Human Form' with Giacometti</u> World - Giacometti Sculpture
Year 5/6	<u>'Animals and charcoal' with Valerie Davide</u> Local - Valerie Davide Drawing & Mark making	<u>'The Blitz' with L.S Lowry</u> National - L.S Lowry Painting (Colour)	<u>'Cubism' with Pablo Picasso</u> World - Pablo Picasso Cubism (Sculpture)
Year C			
Year 2/3/4	Local- Jilly Sutton Sculpture	<u>'Volcanoes' with J. M. Turner</u> National - J. M. Turner Painting and watercolour	

Year A	Term	NC Objectives/Topic Outcome	Artists Study and Key Vocabulary	Key Knowledge and Skills
-------------------------	-------------	------------------------------------	---	---------------------------------

Year 1	Autumn	<p><u>Seasons – link to geography</u> Outcome: Can I create an observed drawing/painting showing the changing seasons?</p> <ul style="list-style-type: none"> - Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p><u>Local artist</u> Yvonne Coomber (Totnes)</p>  <p><u>Linked artists:</u></p> <ul style="list-style-type: none"> - Breda Holden (Totnes/Dartmoor) - Belinda Reynell (Tiverton/Devon) <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> - Shade/tone - Primary/Secondary colours - Perspective - Soft/Hard - Line/ Brushstroke - Mark making - Foreground/Background 	<p><u>Drawing and Mark making</u></p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can begin to make different marks with a range of media (e.g. pencils or crayon) - I can begin to use my pencil to show pattern and texture by adding dots and lines. - I can use lead and coloured pencils (HB, B, 2B and 4B leads) to make a range of experimental marks such as dots, dashes, scribbles, sweeping lines, wavy lines or straight lines and demonstrate light and dark shades. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can explain that tone refers to the lightness or darkness of something. - I can explain how different shape sizes can affect how close or far away something looks (perspective). <p><u>Painting and Colour</u></p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can create and describe different shades of one colour using paint - I can begin to use a variety of tools and materials to apply colour. (different types of brush, sponge, fingers, hands, sticks, sponge rollers, spatulas and invented painting tools made from found and selected resources) - I can develop control when using different paint brushes. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can name primary colours and mix them together to create secondary colours. - I can describe my use of colour to achieve a specified intention such as happiness/sadness/cold/hot
	Spring	<p><u>Sculptures inspired by nature – link to geography</u> Outcome: Can I create sculptures inspired by natural objects found on our school grounds?</p> <ul style="list-style-type: none"> - Use a range of materials creatively to design and make products - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices 	<p><u>National artist:</u> Andy Goldsworthy (British)</p>  <p><u>Linked artists:</u></p> <ul style="list-style-type: none"> - Richard Long - Richard Shilling <p><u>Key vocabulary:</u> Sculpture Shape/Form Texture</p>	<p><u>Sculpture & 3D form</u></p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can construct and use materials to make known objects for a purpose. - I can use recycled, natural and man-made materials to create sculptures. - I can use simple 2-D shapes to create a 3-D form. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can explain which textures I have created out of my chosen natural materials. - I can define symmetrical art and create and demonstrate using my own example. - I can describe different materials Andy Goldsworthy used to create his sculptures and what inspired them. <p><u>Colour</u></p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can choose and justify appropriate colours to reflect a theme and purpose.

		and disciplines, and making links to their own work.	Scale Colour Balance Symmetrical	Suggested knowledge: <ul style="list-style-type: none"> - I can describe how colour can represent different thoughts and feelings and settings.
	Summer	<p><u>Natural Frottage Studies – Link to Science</u></p> <p>Outcome: Can I create a repeat pattern collage inspired by rubbings of the natural landscape?</p> <ul style="list-style-type: none"> - develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - to use a range of materials creatively to design and make products 	<p><u>Global artist:</u> Max Ernst (German)</p>  <p><u>Linked artists:</u> - Henri Michaux - Jennifer Bornstein</p> <p><u>Key vocabulary:</u> Frottage Rubbings Texture Tone/shade Shape Line Detail Soft/Hard</p>	<p><u>Pattern, Printing & Textiles</u></p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can create a sample page in my sketchbook of different rubbings and experiments. - I can take rubbings from a range of interesting surfaces and use them to create a pattern. - I can use rubbings to create a simple repeat pattern or design - I can layer my Frottage studies using colour <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can identify manmade and natural repeating patterns. - I can explain the process of Frottage, and who invented the technique. - I can justify and explain my choice of rubbing material to create softer/harder prints.

Year 2/3/4	Autumn	<p><u>Illustrative Poster Art – Link to Geography</u></p> <p>Outcome: Can I create two travel posters inspired by a British and European town?</p> <ul style="list-style-type: none"> - Create sketch books to record their observations and use them to review and revisit ideas 	<p><u>Local artist</u> Becky Bettsworth (Torquay)</p>  <p><u>Linked artists:</u></p>	<p><u>Drawing and Mark making</u></p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can show how different grades of pencil affect my drawing of shape and form. - I can use my understanding of geometry and shape to create simple landscapes. - I can decide on a subject inspired by a theme (cities/towns) and represent using a combination of observational drawings and my imagination. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can explain how I decided on the content of the travel poster using critical research.
---------------	--------	---	---	---

		<ul style="list-style-type: none"> - Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<ul style="list-style-type: none"> - Henry Rivers - Nicholas Green <p>Key vocabulary: Geometric shape Foreground/background Primary/Secondary colour Scale Perspective Shape/size Block colour Layout/Composition Balancing colour</p>	<ul style="list-style-type: none"> - I can explain how perspective is created by manipulating shape and size. - I can describe the difference between foreground and background. <p>Painting and Colour</p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can develop control over the marks I make using a range of paintbrush strokes and shades. - I can manipulate paint to achieve a range of accurate colours and shades. - I can research and analyse an artist's work to plan my own. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can analyse and describe the use of colour within artists' work. - I can describe what composition is, and how I have laid out my shapes/objects to create a balanced picture.
	Spring	<p>Repeat designs based on a landscape – link to geography</p> <p>Outcome: Can I create a repeat pattern inspired by different geographical regions and features in Britain?</p> <ul style="list-style-type: none"> - Create sketch books to record their observations and use them to review and revisit ideas - Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - Learn about great artists, architects and designers in history. 	<p>National artist: William Morris (British)</p>  <p>Linked artists:</p> <ul style="list-style-type: none"> - Lindsay Phillip Butterfield - Walter Crane <p>Key vocabulary: Symmetrical Asymmetrical Repetition Design Layout/Composition Balancing colour Observation Details Illustration Geometry</p>	<p>Pattern, Printing & Textiles</p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can create original outcomes by using colour, geometric shapes and repeating/symmetrical patterns. - I can use a variety of techniques to create different textual effects (lino printing, dyeing, weaving, stitching and rubbing). - I can make my design using recycled materials <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can explain the process of repeating a lino print and which materials are needed. - I can explain how I decided on my design based on the research of geographical regions - I can analyse and describe the use of colour within artists' work. <p>Drawing and Mark making</p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can draw both from observation and pictures for a sustained period. - I can understand how to simplify objects to create a clear illustrative design. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can show how different grades of pencil affect my drawing of shape and form. - I can identify which objects William Morris used to draw his designs. - I can explain the importance of observation and how/why artists use it to start off an artistic project.

	<p>Summer</p>	<p>The World's Rivers and Lakes - link to geography</p> <p>Outcome: Can I paint our world's rivers and lakes inspired by Claude Monet?</p> <ul style="list-style-type: none"> - Create sketch books to record their observations and use them to review and revisit ideas - Improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - Learn about great artists, architects, and designers in history. 	<p>Global artist: Claude Monet</p>  <p>Linked artists: Vincent Van Gogh Édouard Manet</p> <p>Key vocabulary: Foreground/background Primary/Secondary colours Scale Perspective Texture Mark Making Layout/Composition Complimentary colours Abstract/simplify Tone/shade</p>	<p>Painting and colour</p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can develop control over the marks I make using a range of paintbrush strokes and shades. - I can manipulate paint to achieve a range of accurate colours and shades. - I can research and analyse an artist's work to plan my own. - I can create the illusion of light and dark through my sophisticated choice of tones and shades. - I can experiment with composition through observing different viewpoints. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can analyse and describe the use of colour within Monet's paintings. - I can describe what composition is, and how I have laid out my shapes/objects to create a balanced picture. - I can describe impressionism and what influenced the movement.

Year 5/6	Autumn	<p>Abstract landscape painting – link to Science</p> <p>Outcome: Can I create an abstract landscape using a range of natural and manmade materials?</p> <ul style="list-style-type: none"> - Create sketch books to record their observations and use them to review and revisit ideas - Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p>Local artist: Martin Bush (Plymouth)</p>  <p>Linked artists: Jackson Pollock Clotaire Lehoux</p> <p>Key vocabulary: Foreground/background Primary/Secondary colour Scale Perspective Block colour Texture Mark Making Layout/Composition Complimentary colour Abstract/simplify Abstract expressionism</p>	<p>Painting</p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can purposely control the types of marks made and experiment with different effects and textures using a range of materials. (blocking in colour, washes, thickened paint creating textural effects.) - I can work in a sustained and independent way to develop my own style of painting. (This style may be through the development of colour, tone, and shade.) - I can take inspiration from a range of different abstract artists to inform my own practice. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can explain the difference between figurative and abstract art, and what inspired the abstract expressionist movement. - I can explain how to use different materials to create a textural effect. <p>Colour</p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can experiment with a range of different materials to create expressive marks and textures. - I can express feelings, emotions, and events through colour mixing and application. - I can recreate colours used by impressionist and expressionist painters. - I can create a range of colour tones and shades and have a good understanding of complementary colours. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can describe how my colour choice is reflective of the landscape or my emotions. - I can explain what complementary colours are, and why they are important in creating a balanced composition.
----------	--------	--	--	--

Spring	<p>Abstract Space - link to science Outcome: Can I create a painting inspired by space? - link to science</p> <ul style="list-style-type: none"> - Create sketch books to record their observations and use them to review and revisit ideas - Improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p>National artist: Zoe Squires</p>  <p>Linked artists: Julie Perrot NASA photographs</p> <p>Key vocabulary: Foreground/background Primary/Secondary colour Scale Perspective Block colour Texture Mark Making Layout/Composition Complimentary colour Abstract/simplify Abstract expressionism</p>	<p>Painting Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can purposely control the types of marks made and experiment with different effects and textures using a range of materials. (blocking in colour, washes, thickened paint creating textural effects.) - I can work in a sustained and independent way to develop my own style of painting. (This style may be through the development of colour, tone, and shade.) - I can take inspiration from a range of different abstract artists to inform my own practice. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can explain the difference between figurative and abstract art, and what inspired the abstract expressionist movement. - I can explain how to use different materials to create a textural effect. <p>Colour Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can experiment with a range of different materials to create expressive marks and textures. - I can express feelings, emotions, and events through colour mixing and application. - I can create a range of colour tones and shades and have a good understanding of complementary colours. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can describe how my colour choice is reflective space. - I can explain what complementary colours are, and why they are important in creating a balanced composition.
Summer	<p>Botanical print making - link to history Outcome: Can I create a botanical print inspired by the Shang Dynasty?</p> <ul style="list-style-type: none"> - Create sketch books to record their observations and use them to review and revisit ideas - Improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of 	<p>Global artist: Wang Gai</p>  <p>Linked artists: Katsushika Hokusai William Morris</p> <p>Key vocabulary: Symmetrical</p>	<p>Drawing Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can use different techniques for different purposes i.e. shading, hatching within my own work. I understand which works well in my work and why. - I can show an awareness of composition, scale, and proportion in my drawings. - I can use a range of pencils (HB, 2B, 3B etc.) and charcoal to create an accurate depiction of dark and light tones. - I can create a sustained drawing over a period of 2 or more lessons. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can describe the effect of light and dark tones on the overall impression of a drawing

		<p>materials [for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> - Learn about great artists, architects, and designers in history. 	<p>Asymmetrical Repetition Design Layout/Composition Balancing colour Observation Details Illustration Geometry Botanical Printmaking Linoprint Relief Printing</p>	<p><u>Pattern, Printing & Textiles</u></p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can create printing blocks by simplifying a sketch book idea. - I can use the relief or impressed method when printing (leaf printing with watercolour). - I can overlay prints to create different colours and textures. - I can use polyprint tiles to create repeating printed patterns (lino printing). - I can experiment with batik technique. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can use my knowledge of the Shang Dynasty to create botanical designs. - I can explain how to create prints using woodblock, linocut, and Batik. - I can research and analyse other artists' work to inform my own practice. - I can define symmetrical and asymmetrical designs, and reflect on my own choice.
	Summer			-

Year B	Term	NC Objectives/Topic Outcome	Artists Study and Key Vocabulary	Key Knowledge and Skills
Year 1	Autumn	<p>Devon seascapes Outcome: Can I create a landscape painting inspired by Devon's seas?</p> <ul style="list-style-type: none"> - Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Local artist: Brian Pollard (Plymouth)</p>  <p>Linked artists: John Dyer Joanne Short</p> <p>Key vocabulary:</p> <ul style="list-style-type: none"> - Shade/tone - Primary/Secondary colours - Perspective - Soft/Hard - Line/ Brushstroke - Mark making - Foreground/Background - Observation - Details 	<p>Drawing and Mark making</p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can begin to make different marks with a range of media (e.g. pencils or crayon) - I can begin to use my pencil to show pattern and texture by adding dots and lines. - I can use lead and coloured pencils (HB, B, 2B and 4B leads) to make a range of experimental marks such as dots, dashes, scribbles, sweeping lines, wavy lines or straight lines and demonstrate light and dark shades. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can explain that tone refers to the lightness or darkness of something. - I can explain how different shape sizes can affect how close or far away something looks (perspective). <p>Painting and colour</p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can create and describe different shades of one colour using paint. - I can begin to use a variety of tools and materials to apply colour. (different types of brush, sponge, fingers, hands, sticks, sponge rollers, spatulas and invented painting tools made from found and selected resources) - I can develop control when using different paint brushes. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can name primary colours and mix them together to create secondary colours. - I can describe my use of colour to achieve a specified intention such as happiness/sadness/cold/hot

	<p>Spring</p>	<p>Collage art - link to history/geography Outcome: Can I create a collage inspired by the British landscape?</p> <ul style="list-style-type: none"> - Use a range of materials creatively to design and make products - 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><u>National artist:</u> Clover Robin</p>  <p><u>Linked artists:</u> Kurt Schwitters Harold Nelson</p> <p><u>Key vocabulary:</u> Layout/Composition Complimentary colours Details Perspective Design Research Positive/negative shapes Geometric shapes</p>	<p><u>Sculpture & 2D form</u></p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can construct and use materials to make a figurative image. - I can use recycled, natural and man-made materials to create a collage. - I can use simple 2-D shapes to create a picture. - I can use my observation skills to layout a figurative composition. - I can layer my collage to create a range of textures and a sense of perspective. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can explain which textures I have created out of my chosen materials. - I can describe how the colours and textures I have chosen reflects the subject (Great Fire of London).
	<p>Summer</p>	<p>Nature's colours - link to science Outcome: can I create a painting inspired by nature's colours [in the style of Kandinsky's circles]?</p> <ul style="list-style-type: none"> - Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p><u>Global artist:</u> Kandinsky</p>  <p><u>Linked artists:</u> Mark Rothko Josef Albers</p> <p><u>Key vocabulary:</u></p>	<p><u>Painting and colour</u></p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can create and describe different shades of one colour using paint - I can begin to use a variety of tools and materials to apply colour. (different types of brush, sponge, fingers, hands, sticks, sponge rollers, spatulas and invented painting tools made from found and selected resources) - I can develop control when using different paint brushes. - I can make informed decisions about which colours I will put together and why. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can name primary colours and mix them together to create secondary colours. - I can describe my use of colour to achieve a specified intention such as happiness/sadness/cold/hot - I can describe how other colour artworks make me feel and reflect upon this with my peers.

Year 2/3/4	Autumn	<p>British landscapes - link to geography Outcome: Can I create a drawing inspired by the British Landscape?</p> <ul style="list-style-type: none"> - Create sketch books to record their observations and use them to review and revisit ideas - Improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - Learn about great artists, architects, and designers in history. 	<p>Local artist: Stephen Thomas</p>  <p>Linked artists: William Turner John Constable</p> <p>Key vocabulary: Texture Tone/shade Shape Line Detail Soft/Hard Composition Figurative art Foreground/Background Perspective Scale</p>	<p>Drawing Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can show how different grades of pencil affect my drawing of shape and form. - I can draw for a sustained period of time from observation and imagination. - I can apply and blend charcoal to create more sophisticated areas of tone. - I can use a sketchbook to experiment with composition and practice using different shades/tones. - I can use oil pastels to blend and apply colour which reflects the time of day i.e. sunrise/sunset. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can show how different grades of pencil affect my drawing of shape and form. - I can explain the importance of observation and how/why artists use it to start off an art project. - I can explain how Stephen Thomas creates reflections in the water using colour and tone. - I can explain the importance of creating an atmosphere when drawing/painting.
	Spring	<p>Clay sculptures - link to science Outcome: Can I create a clay sculpture of an animal inspired by Henry Moore?</p> <ul style="list-style-type: none"> - Create sketch books to record their observations and use them to review and revisit ideas - Improve their mastery of art and design techniques, including drawing, painting, 	<p>National artist: Henry Moore</p>  <p>Linked artists: Barbara Hepworth Pablo Picasso (Sculptures)</p>	<p>Sculpture & 3D form Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can plan, design and make models from observation or imagination. - I can create a pinch pot and use slip to strengthen my model. - I can join clay adequately and construct a simple base for extending and modelling other shapes. - I can create surface patterns and textures in a malleable material. - I can plan and discuss ideas with my peers before starting my project. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can describe how to create texture with clay.

		<p>and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> - Learn about great artists, architects, and designers in history. 	<p>Key vocabulary: Sculpture/Sculptor Clay/wire Texture Malleable materials Balance Carve Model Pinch Pot/Slip Shape/form Simplify</p>	<ul style="list-style-type: none"> - I can explain why I chose to formulate my sculpture in a certain way. - I can explain why a solid base is important for a sculpture and how to create balance with different materials. <p>Drawing</p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can observe quick sketches of the animal form in my sketchbook. - I can use my knowledge of shape and tone to simplify my subject. - I can use charcoal to experiment with line and texture. - I can show an awareness of objects having a third dimension and perspective when drawing. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can explain the importance of observational drawings to aid sculptures. - I can explain what simplified or abstract art is.
	<p>Summer</p>	<p>The human form – link to science Outcome: Can I use wire and clay to create a sculpture of the human/animal form?</p> <ul style="list-style-type: none"> - Create sketch books to record their observations and use them to review and revisit ideas - Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - Learn about great artists, architects and designers in history. 	<p>Global artist: Giacometti (Swiss)</p>  <p>Linked artists:</p> <ul style="list-style-type: none"> - Richard Deacon - Antony Gromley <p>Key vocabulary: Sculpture/Sculptor Clay/wire Texture Malleable materials Balance Carve Model Pinch Pot/Slip Shape/form Simplify</p>	<p>Drawing</p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can observe quick sketches of the human form in my sketchbook. - I can use my knowledge of shape and tone to simplify my subject. - I can use charcoal to experiment with line and texture. - I can show an awareness of objects having a third dimension and perspective when drawing. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can explain the importance of observational drawings to aid sculptures. - I can explain what simplified or abstract art is. <p>Sculpture & 3D form</p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can plan, design and make models from observation or imagination. - I can create a pinch pot and use slip to strengthen my model. - I can join clay adequately and construct a simple base for extending and modelling other shapes. - I can create surface patterns and textures in a malleable material. - I can plan and discuss ideas with my peers before starting my project. <p>Suggested knowledge</p> <ul style="list-style-type: none"> - I can describe how to create texture with clay. - I can explain why I chose to formulate my sculpture in a certain way.

				- I can explain why a solid base is important for a sculpture and how to create balance with different materials.
		-		

Year 5/6	Autumn	<p>Animals and charcoal - Link to science Outcome: Can I draw animals using charcoal inspired by local artist Valerie Davide?</p> <ul style="list-style-type: none"> - Create sketch books to record their observations and use them to review and revisit ideas - Improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p>Local artist: Valerie Davide</p>  <p>Linked artists: April Coppini Belinda Elliott</p> <p>Key vocabulary Texture Tone/shade Shape Line Detail Soft/Hard Composition Figurative art Expressive art</p>	<p>Drawing Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can use different techniques for different purposes i.e. shading, hatching within my own work. I understand which works well in my work and why. - I can show an awareness of composition, scale, and proportion in my drawings. - I can use a range of pencils (HB, 2B, 3B etc.) and charcoal to create an accurate depiction of dark and light tones. - I can create a sustained drawing over a period of 2 or more lessons. - I can experiment with different character positions in my sketchbook to aid my overall composition. - I can create a drawing which reflects the character of my animal. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can describe the effect of light and dark tones on the overall impression of a drawing - I can describe what expressive art is, and can refer to this in my own drawing. - I understand what proportion is, and how best to balance correct proportions with an interesting composition.
-----------------	---------------	---	--	---

			Foreground/Background Perspective Scale Proportions	
Spring	<p>WW2 Art – link to history Outcome: Can I create a drawing inspired by the Blitz?</p> <ul style="list-style-type: none"> - Create sketch books to record their observations and use them to review and revisit ideas - Improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - Learn about great artists, architects, and designers in history. 	<p>National artist: L.S Lowry (British)</p>  <p>Linked artists: Henry Moore Paul Nash</p> <p>Key vocabulary: Texture Tone/shade Shape Line Detail Soft/Hard Composition Figurative art War art Foreground/Background Perspective Scale</p>	<p>Drawing Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can use different techniques for different purposes i.e. shading, hatching within my own work. I understand which works well in my work and why. - I can develop my drawing from a simple perspective using a single focal point and horizon. (inspired by Henry Moore’s tunnel drawings) - I can show an awareness of composition, scale, and proportion in my drawings. - I can use a range of pencils (HB, 2B, 3B etc.) to create an accurate depiction of dark and light tones. - I can create a sustained drawing over a period of 2 or more lessons. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can describe the effect of light and dark tones on the overall impression of a drawing (i.e. monochrome/darker tones reflecting the sombre/sinister mood) - I can explain how the layout of an artist’s/my composition affects the perspective (i.e. objects appear further away due to scale/tonal differences) - I can demonstrate my knowledge of the WW2/blitz through a drawing 	
Summer	<p>Cubism – link to science Outcome: Can I create a painting/drawing/sculpture of a human/animal inspired by the cubist movement?</p> <ul style="list-style-type: none"> - Create sketch books to record their observations and use them to review and revisit ideas 	<p>Global Artist: Pablo Picasso</p>  <p>Linked artists: Georges Braque Paul Klee (Swiss)</p>	<p>Drawing Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can use different techniques for different purposes i.e. shading, hatching within my own work. I understand which works well in my work and why. - I can show an awareness of composition, scale, and proportion in my drawings. - I can use a range of pencils (HB, 2B, 3B etc.) to create an accurate depiction of dark and light tones in geometric shapes. - I can create a sustained drawing over a period of 2 or more lessons. <p>Suggested knowledge:</p>	

		<ul style="list-style-type: none"> - Improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - Learn about great artists, architects, and designers in history. 	<p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> Cubism Geometric shapes Complimentary colours Tone/shade Perspective Scale Depth Primary/secondary colours Abstract/simplify Block colour Texture Sculpture/Sculptor Observation Details Asymmetrical 	<ul style="list-style-type: none"> - I can describe which combinations of shape and tones help to create a cubist perspective. - I can explain what inspired cubism, and who created the movement. <p><u>Painting and colour</u></p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can take inspiration from a range of different cubist artists to inform my own practice. - I have a good understanding of colour combinations to help create a sense of depth/perspective. - I can use a range of different geometric shapes to create a distorted figure. - I can use a paintbrush with control in order to create accurate lines and marks. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can explain what inspired cubism, and who created the movement. - I can describe which combinations of shape and colour help to create a cubist perspective. <p><u>Sculpture & 3D form</u></p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can plan a sculpture through drawing and other preparatory work. - I can select, shape, model and manipulate a variety of materials to create a sculpture. - I can produce intricate textures in malleable media. - I can use my knowledge of geometric shapes to create a cubist figure <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can use my artistic knowledge of composition to develop ideas from observation and imagination - I can discuss and evaluate the works of other artists/sculptors and my peers. - I have a good understanding of the properties of different materials in order to create my own sculpture.
--	--	---	--	--

Year	Term	NC Objectives/Topic Outcome	Artists Study and Key Vocabulary	Key Knowledge and Skills
Year C	Autumn	-		-
Year 2/3/4				

Spring	<p>Watercolour art - link to geography Outcome: Can I create a watercolour painting inspired by volcanoes?</p> <ul style="list-style-type: none"> - Create sketch books to record their observations and use them to review and revisit ideas - Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - Learn about great artists, architects, and designers in history. 	<p>National artist: J. M. Turner</p>  <p>Key vocabulary: Foreground/background Primary/Secondary colours Scale Perspective Texture Mark Making Layout/Composition Complimentary colours Abstract/simplify Tone/shade</p>	<p>Painting and colour</p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can develop control over the marks I make using a range of paintbrush strokes and shades. - I can manipulate paint to achieve a range of accurate colours and shades. - I can research and analyse an artist's work to plan my own. - I can create the illusion of light and dark through my sophisticated choice of tones and shades. - I can experiment with composition through observing different viewpoints. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can analyse and describe the use of colour within Turner's paintings. - I can describe what composition is, and how I have laid out my shapes/objects to create a balanced picture. - I can describe romanticism and what influenced the movement. -
Summer	<p>Nature's colours - link to science Outcome: can I create a painting inspired by nature's colours [in the style of Kandinsky's circles]?</p> <ul style="list-style-type: none"> - Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Global artist: Kandinsky</p>  <p>Linked artists: Mark Rothko Josef Albers</p> <p>Key vocabulary:</p>	<p>Painting and colour</p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can create and describe different shades of one colour using paint - I can begin to use a variety of tools and materials to apply colour. (different types of brush, sponge, fingers, hands, sticks, sponge rollers, spatulas and invented painting tools made from found and selected resources) - I can develop control when using different paint brushes. - I can make informed decisions about which colours I will put together and why. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can name primary colours and mix them together to create secondary colours. - I can describe my use of colour to achieve a specified intention such as happiness/sadness/cold/hot - I can describe how other colour artworks make me feel and reflect upon this with my peers.

Year 2/3/4	A	B	C	
Autumn	Local- <i>Jilly Sutton</i> Sculpture	Local - <i>Martin Bush</i> Painting (abstract)	Local - <i>Becky Bettesworth</i> Drawing (use of IT)	
Spring	National - <i>William Morris</i> Printing/pattern	National - <i>Henry Moore</i> Sculpture	National- <i>Lubaina Himid</i> Painting	
Summer	World - <i>Monet</i> Painting (Colour)	World- <i>Maki Oh</i> Pattern/Print/Textile	World - <i>Frida Kahlo</i> Sculpture	

Year 2/3/4	A	B	C	
Autumn	Local- <i>Jilly Sutton</i> Sculpture	Local - <i>Martin Bush</i> Painting (abstract)		
Spring			National- <i>Lubaina Himid</i> Painting	
Summer		World- <i>Maki Oh</i> Pattern/Print/Textile	World - <i>Frida Kahlo</i> Sculpture	

Year 5/6	A	B
Autumn		Local - <i>Simon Drew</i> Drawing
Spring	National - <i>Anthony Gormley</i> Sculpture	National - <i>L.S Lowry</i> Painting (Colour)
Summer	World - <i>Georges Seurat</i>	World - <i>Paul Klee</i>

	Pointillism (Pattern)	Cubism (Sculpture)
--	-----------------------	--------------------

Year 5/6	A	B
Autumn		Local - <i>Simon Drew</i> Drawing
Spring	National - <i>Anthony Gormley</i> Sculpture	
Summer	World - <i>Georges Seurat</i> Pointillism (Pattern)	

