



Hopton Art & Design Curriculum - Progression

Key concepts: line, mark, pattern, space, shape, form, texture, colour, value - tone/tint/shade, composition, proportion, perspective.

Key Threads:

Locality	Significant People	Human Influence	The Wider World	Comparison	Investigation	British Values
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Year 1/2 Cycle 2 2021-22	Research & Learn	Explore Media & Develop Ideas	Create Artwork	Evaluate and Refine
Main Y1/2 Skills:	Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between their art, and making links to their own work.	Record and explore ideas from first hand observations. Experiment with a variety of media, e.g. pencils, wax crayons, pastels, felt tips, charcoal, erasers & ballpoint pens. Ask and answer questions about the starting points for their work. Use drawing, painting & sculpture to develop and share their ideas, experiences and imagination.	Use a range of materials creatively to design and make products, developing a wide range of techniques in using colour, pattern, texture, line, shape, form and space. Develop ideas – try things out, change their minds.	Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work.
HT1 Salt dough face tiles Inspiration: Story characters Outcome: face tile	Look at realistic faces by a range of artists from different cultures, including pupils' own culture.	Observe and draw the human face with some detail, e.g. eyes & hair. Practise manipulating salt dough or modelling clay by rolling and kneading.	Produce a salt dough tile by building up & adding on (relief method).	Review what they and others have done and say what they think and feel about it. Identify what they might change in their current

<p>Media: pencil & salt dough</p> <p>Vocab: observe, shape, line, colour, blend, tone, pattern, texture, spacers, build, facial features, relief</p>		<p>Explore 'free sculpture'.</p>		<p>work or develop in future work.</p>
<p>HT2 Christmas cards & calendars</p> <p>Inspiration: Christmas</p> <p>Outcome: card & calendar for parents</p> <p>Media: drawing & digital art</p>	<p>new Graphics package</p>	<p>Explore ideas using digital sources e.g. internet, photos.</p>	<p>Use a simple graphics program/app to create images and effects with: different lines by changing the size of brushes; different shapes using eraser, shape and fill tools; different colours & texture using simple filters to manipulate and create images.</p> <p>Use basic selection and cropping tools.</p>	<p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work.</p>
<p>HT3 Textiles & collage - Sea & Jungles</p> <p>Inspiration: Sea & jungles</p> <p>Outcome: piece of weaving</p> <p>Media: textiles & collage</p> <p>Vocab: paper, thread, fabric, weave, pattern, textures, surface, fabric, colour</p>	<p>Study Tiger in a Tropical Storm, Monkeys in the Jungle and The Snake Charmer by Henri Rousseau (jungle pictures).</p> <p>Look at sea paintings in Seascapes Paintings Activity Pack (Twinkl).</p>	<p>Match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Cut and shape fabric using scissors/snips.</p>	<p>Create large-weave 'fabrics' by weaving materials, e.g. grass through twigs or plastic bags on a bike wheel.</p>	<p>Apply decoration using beads/buttons/feathers.</p>

<p>HT3 Collage - faces</p> <p>Inspiration: famous abstract artists & pupils' imagination</p> <p>Outcome: abstract collage face</p> <p>Media: mixed collage materials</p> <p>Vocab: collect, sort, match, create, colour, shape, tear, arrange, fold, crumple, tear texture, attach, overlap</p>	<p>Famous artists who painted in an abstract manner, e.g. Picasso, van Gogh, Gauguin.</p>	<p>Develop and share ideas from experiences and imagination.</p> <p>Collect, sort, name and match colours and textures appropriate for their image.</p>	<p>Create an abstract face collage from photocopied material, fabric, crepe paper, textured paper, magazines.</p> <p>Arrange and glue materials to different backgrounds.</p> <p>Fold, crumple, tear and overlap papers.</p>	<p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work.</p>
<p>HT5 Painting - colour mixing</p> <p>Inspiration: Colours in nature and artists using strong colour</p> <p>Outcome: mix secondary colours & tints & shades of primary colours.</p> <p>Media: paint</p> <p>Vocab: paint, properties, powder paint, ready mixed paint, mix, primary colours, secondary colours, tones, tints, shades</p>	<p>Name different types of paint and their properties, e.g. powder paint, ready mixed paint.</p> <p>Identify and name primary & secondary colours.</p> <p>Understand tones by adding white to create tints and black to create shades.</p>	<p>Use a variety of tools and techniques, including different brush sizes on different sizes and shapes of paper.</p> <p>Experiment with tools and techniques, e.g. layering, mixing media, scraping through paint.</p>	<p>Mix secondary colours using paint - orange, purple, green.</p> <p>Mix different primary tones by adding white to create tints and black to create shades.</p> <p>Mix and match colours to observed artefacts and objects.</p>	<p>Create textured paint by adding sand, sawdust etc.</p>

Year 1/2 Cycle 1 2022-23	Research & Learn	Explore Media & Develop Ideas	Create artwork	Evaluate and Refine
<p>Main Y1/2 Skills:</p>	<p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between their art, and making links to their own work.</p>	<p>Record and explore ideas from first hand observations.</p> <p>Experiment with a variety of media, e.g. pencils, wax crayons, pastels, felt tips, charcoal, erasers & ballpoint pens.</p> <p>Ask and answer questions about the starting points for their work.</p> <p>Use drawing, painting & sculpture to develop and share their ideas, experiences and imagination.</p>	<p>Use a range of materials creatively to design and make products, developing a wide range of techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Develop ideas – try things out, change their minds.</p>	<p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work.</p>
<p>HT1 (Mainly D&T)</p> <p>Autumn leaf crayon rubbings</p> <p>Inspiration: Autumn</p> <p>Outcome: leaf drawings & rubbings</p> <p>Media: drawing materials incl. crayons</p> <p>Vocab: describe, wax crayons, texture, rubbing,</p>	<p>Collect leaves and seeds.</p> <p>Look at pencil & crayon rubbings online e.g. https://www.woodlandtrust.org.uk/blog/2020/10/autumn-leaf-crafts-for-kids/</p> <p>(Weblink split up to fit in this box - Copy & paste with no spaces)</p>	<p>Investigate textures and patterns by describing, copying and making rubbings.</p> <p>Draw on different surfaces with a range of media.</p>	<p>Leaf drawings & rubbings</p>	<p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work.</p>

shape, pattern, details				
<p>HT2 Christmas cards & calendars</p> <p>Inspiration: Christmas</p> <p>Outcome: card & calendar for parents</p> <p>Media: mixed media</p>	<p>Identify and name primary & secondary colours.</p>	<p>Use a variety of tools and techniques, including different brush sizes on different sizes and shapes of paper.</p>	<p>Mix different primary tones by adding white to create tints and black to create shades.</p> <p>Experiment with tools and techniques, e.g. layering, mixing media, scraping through paint.</p>	<p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work.</p>
<p>HT3 Drawing & String Prints - fruit</p> <p>Inspiration: Paul Cezanne, Giuseppe Arcimboldo, Frida Kahlo, Andy Warhol</p> <p>Outcome: drawings & string prints</p> <p>Media: drawing media and printing ink/paint & string</p> <p>Vocab: observe, shape, line, colour, blend, tone, pattern, texture, string print, roll, ink, colour, relief, print, pattern</p>	<p>https://www.bbc.co.uk/programmes/p01d6gw2</p> <p>Look at the fruit-based work of artists such as Paul Cezanne, William Henry Hunt, Giuseppe Arcimboldo, Frida Kahlo, Lynn Flavell</p> <p>Investigate the prints of artist Andy Warhol.</p>	<p>Take photos of fruit using ipads, both whole and halved.</p> <p>Experiment with a variety of media, e.g. pencils, wax crayons, pastels, felt tips, charcoal, erasers & ballpoint pens when drawing fruit from observation.</p> <p>Draw a piece of fruit in between other pieces of fruit and discuss shadows.</p> <p>Investigate tone by adding light & dark patterning to fruit.</p> <p>Practise using string glued to card to create lines and shapes.</p> <p>Practise rolling ink over the string and printing from it.</p>	<p>Produce drawings of fruit with some shadow and detail.</p> <p>Produce string prints of open fruit, using over-printing techniques of more than one colour.</p>	<p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work.</p>
<p>HT5 Mexican people & animals</p>	<p>Look at Mexican people & animals as well as the work of Mexican artists, e.g. Frida Kahlo.</p>	<p>Take photos of classmates using ipads.</p> <p>Observe and draw people and</p>	<p>Drawings & paintings of Mexican people & animals on different colours, sizes &</p>	<p>Review what they and others have done and say what they think and feel</p>

<p>Inspiration: Mexicans topic</p> <p>Outcome: Drawings & paintings of people & animals</p> <p>Media: Drawing & painting</p> <p>Vocab: shape, proportion, detail, colour, texture</p>		<p>animals in a standing position, noticing proportions. (key skill)</p> <p>Observe and draw the human face with some detail, e.g. eyes & hair. (key skill)</p>	<p>textures of paper.</p>	<p>about it.</p> <p>Identify what they might change in their current work or develop in future work.</p>
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Year 3/4 Cycle 1 2022-23	Research & Learn	Explore Media & Develop Ideas	Create artwork	Evaluate and Refine
<p>Y3/4 Main Skills:</p>	<p>Explore the roles and purposes of great artists, architects and designers in history.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Collect and record visual information from different sources in sketchbooks.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Draw for a sustained amount of time with concentration.</p>	<p>Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p>Compare ideas, methods & approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbooks to show progression of own ideas.</p>

<p style="text-align: center;">HT1 Human figures & Leaves</p> <p>Inspiration: Photos of family members/ inspirational figures; Autumn Leaves</p> <p>Outcome: Figure drawings; Prints with collage embellishments</p> <p>Media: drawing, press printing & collage materials</p> <p>Vocab: proportion, detail, texture, impress, repetitive patterns, 2-colour overlays</p>	<p>Collect images of family members/inspirational people in sketchbooks.</p> <p>Watch Paul Priestley tutorials: Draw People: Part 1 - Proportion Draw People: Part 3 - Draw Clothes - YouTube</p>	<p>Experiment with different grades of pencil and other implements to create lines and marks.</p> <p>Notice texture in natural objects and recreate with different drawing implements.</p> <p>Record and collect visual information using iPads.</p> <p>Use collage as a means of collecting ideas and information in sketch books.</p>	<p>Draw a whole person in proportion - standing and walking, adding more accurate details to drawings, e.g. hair & clothes (key skill).</p> <p>Use a range of collage techniques such as tearing, overlapping and layering to create leaves or people's hair & clothing, representing textures.</p> <p>Create printing blocks using an impressed method.</p> <p>Design and create more repetitive patterns.</p> <p>Print with 2-colour overlays.</p>	<p>Compare ideas, methods & approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbooks to show progression of own ideas.</p>
<p style="text-align: center;">HT2 Digital Art Christmas Calendars</p> <p>Inspiration: e.g. Christmas theme</p> <p>Outcome: Computer-produced picture for calendar</p> <p>Media: digital art</p>	<p>Graphics Package</p>	<p>Show an awareness of objects having a third dimension and try to show this. (key skill)</p> <p>Experiment with different grades of pencil, or lines in a graphics app, to achieve variations in tone by shading. (key skill)</p>	<p>Use a graphics package to: Create images and effects with lines by controlling the brush tool with increased precision; Change the type of brush to an appropriate style e.g. charcoal;</p> <p>Create shapes by making selections to cut, duplicate and repeat;</p> <p>Use different colours & textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular</p>	<p>Compare ideas, methods & approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbooks to show progression of own ideas.</p>

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<p>HT3 Clarice Cliff Papier mache (pulp) bowls</p> <p>Inspiration: Clarice Cliff</p> <p>Outcome: 3-D bowl</p> <p>Media: papier mache pulp & paint</p> <p>Vocab: 3D, form, sculpt, design, paint</p>	<p>https://claricecliff.com/story</p> <p>Twinkl powerpoint Clarice Cliff</p> <p>Kapow Primary - Clarice Cliff plates (Y2)</p>	<p>Plan, design and make models from observation.</p> <p>Practise designing decorations in the style of Clarice Cliff, using sketch books.</p> <p>Practise mixing secondary colours from primary colours.</p>	<p>Use papier mache pulp to create a simple 3D bowl by applying and forming into the correct shape.</p> <p>Apply painted decoration using thin brushes.</p>	<p>Compare ideas, methods & approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbooks to show progression of own ideas.</p>
<p>HT5 3D - Anglo Saxon brooches</p> <p>Inspiration: Anglo Saxon jewellery</p> <p>Outcome: 3-D brooch</p> <p>Media: Mixed</p> <p>Vocab: cut, string, bend, curve, apply, sculpt, embellish</p>	<p>https://www.dkfindout.com/uk/history/anglo-saxons/anglo-saxon-jewellery/</p> <p>(Weblink split up to fit in this box - Copy & paste with no spaces)</p> <p>https://www.imaginghistory.co.uk/post/make-an-anglo-saxon-brooch</p> <p>(Weblink split up to fit in this box)</p>	<p>Design own pattern for brooch in sketch books.</p> <p>Decide on appropriate colours.</p> <p>Practise gluing string to plastic disc.</p>	<p>Follow website instructions & photos to create a similar brooch:</p> <p>https://www.imaginghistory.co.uk/post/make-an-anglo-saxon-brooch</p> <p>(Weblink split up to fit in this box)</p>	<p>Compare ideas, methods & approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbooks to show progression of own ideas.</p>

Year 3/4 Cycle 2 2021-22	Research & Learn	Explore Media & Develop Ideas	Create artwork	Evaluate and Refine
Y3/4 Main Skills:	Explore the roles and purposes of great artists, architects and designers in history.	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Collect and record visual information from different sources in sketchbooks.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Draw for a sustained amount of time with concentration.</p>	<p>Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p>Compare ideas, methods & approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbooks to show progression of own ideas.</p>
<p>HT1 Painting - colour mixing skills</p> <p>Inspiration: Famous art works depicting strong colours</p> <p>Outcome: Abstract painting using clear colours</p> <p>Media: paint</p> <p>Vocab: primary colours, secondary colours, tints, tones, shades</p>	<p>Visit the following website and study several of the many paintings listed to show examples of strong colour used in art:</p> <p>https://artclasscurator.com/color-in-art-examples/</p>	<p>Create secondary colours (green, orange & purple) by mixing two primary colours.</p> <p>Create tints by adding white, shades by adding black and tones by adding grey.</p> <p>Match tones to decorators' colour strips.</p>	<p>Produce own abstract paintings using primary & secondary colours with tints & shades.</p>	<p>Compare ideas, methods & approaches in their own and others' work and say what they think and feel about them.</p>
<p>HT1 Drawing & Painting -</p>	<p>Study Ancient Egyptian hieroglyphs and cartouches.</p>	<p>Explore a variety of hieroglyphic drawings in sketchbooks.</p>	<p>Produce own cartouche painting for group frieze.</p>	<p>Compare ideas, methods & approaches in their own</p>

<p>hieroglyphic cartouches</p> <p>Inspiration: Ancient Egyptian cartouches</p> <p>Outcome: own cartouche contributing to class frieze.</p> <p>Media: drawing & painting</p> <p>Vocab: detail, brush size, strokes, paint wash</p>		<p>Practice creating a paint wash and adding details using a thin brush.</p>		<p>and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbooks to show progression of own ideas.</p>
<p>HT1 Paper layering - Tutankhamun masks</p> <p>Inspiration: Ancient Egypt history topic</p> <p>Outcome: Tutankhamun mask</p> <p>Media: paper and paint</p> <p>Vocab: 3D, layers, form.</p>	<p>Use knowledge from history topic to collect images of Tutankhamun.</p>	<p>Make drawings of Tutankhamun's death mask in sketch books. <i>How will you begin?</i> <i>Is it symmetrical?</i> <i>Which colours have been used?</i></p>	<p>Use a paper layering technique to create a 3D model of Tutankhamun's death mask, using a card basic face mask as a base.</p> <p>Add paint to create a realistic finish.</p>	<p>Compare ideas, methods & approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbooks to show progression of own ideas.</p>
<p>HT2 Clay - canopic jars</p> <p>Inspiration: History topic</p> <p>Outcome: Clay canopic style jar</p> <p>Media: clay & paint</p> <p>Vocab: plan, design,</p>	<p>Use knowledge from history topic to collect images of Canopic jars. <i>How were they made?</i> <i>What was their purpose?</i></p>	<p>In sketch books, plan and design from observation of real Egyptian canopic jars and own imagination (e.g. for lids).</p>	<p>Construct a simple clay base then extend upwards by adding clay coils.</p> <p>Join using a cross-hatching method with slip (clay & water mix).</p> <p>Create surface patterns and textures in the clay.</p>	<p>Compare ideas, methods & approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it</p>

make, shape, form, coil method, cross-hatching, slip, varnish, decoration				further. Annotate work in sketchbooks to show progression of own ideas.
<p>HT4 Drawing & Painting - cave art (mini topic)</p> <p>Inspiration: Stone Age cave art</p> <p>Outcome: Cave art pictures</p> <p>Media: paint & charcoal</p> <p>Vocab: scrunch, sponge, paint wash, natural, texture, charcoal, detail</p>	<p>Stone Age topic (History)</p> <p>Cave art from Lascaux Cave, Magura Cave, Chauvet Cave & Cuevas de la Manos See AL's Twinkl powerpoint.</p> <p>https://www.dkfindout.com/uk/history/stone-age/cave-painting/ (Copy & paste weblink with no spaces)</p>	<p>Experiment with different grades of pencil and other implements to create lines and marks.</p> <p>Experiment with different effects and textures, e.g.using paint washes thickened with sand creating textural effects.</p>	<p>Use scrunched wet paper & paint to recreate natural textures.</p> <p>Work on a range of scales, e.g. a thin brush on a small picture.</p>	<p>Compare ideas, methods & approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbooks to show progression of own ideas.</p>
<p>HT5 Drawing and collage - Flowering Plants</p> <p>Inspiration: Flowering plants (science)</p> <p>Outcome: Flowering plant pictures</p> <p>Media: drawing & collage</p> <p>Vocab: coloured pencils, wax crayons, chalk pastels, oil pastels, line, detail, shape, texture, tear, overlap, layer</p>	<p>Flowering plants (science)</p> <p>Drawings & collage of flowering plants by artists (can include William Morris but Y5 study him in detail).</p>	<p>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencils, crayon, chalk pastels, oil pastels & pens.</p> <p>Record and collect visual information using iPads.</p> <p>Use collage as a means of collecting ideas and information in sketch books.</p>	<p>Add more accurate details to drawings, e.g. flower petals. Notice texture in natural objects and recreate with different drawing implements. Apply a simple patterns and textures in a drawing.</p> <p>Employ a range of collage techniques such as tearing, overlapping and layering to create flowering plants and represent textures.</p>	<p>Compare ideas, methods & approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbooks to show progression of own ideas.</p>
HT5	Look at a range of tie-dyed	Develop skills in stitching,	Experiment with tie & dye	Create cords and plaits for

<p>Textiles - Tie-dye flowers</p> <p>Inspiration: Flowers & Tie-dyed fabrics</p> <p>Outcome: tie & dye textile piece with embellishments</p> <p>Media: textiles & dyes</p> <p>Vocab: fabric, twist, fold, dye, resist, stitch, cords, plaits, embellishments</p>	<p>fabrics, including from other parts of the world e.g. Indonesia. Where are they from? What are they used for? How were they made?</p> <p>Learn about the tie-dye process.</p>	<p>cutting and joining.</p> <p>Practise tying fabric in different ways using different items, e.g. marbles/sticks & securing with rubber bands.</p> <p>Consider dye colour combinations.</p>	<p>techniques and use in own work. Use a variety of techniques, e.g. stitching, to create different textural effects on fabric.</p>	<p>decoration.</p>
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Year 5/6 Cycle 1	Research & Learn	Explore Media & Develop Ideas	Create artwork	Evaluate and Refine
<p>Y6 Main Skills:</p>	<p>Research, interpret and explain the ideas and work of some significant artists, craftspeople, designers and architects.</p> <p>Take into account the influence of the historical, cultural and social contexts in which they work or worked.</p> <p>Identify artists who have worked in a similar way to own work.</p>	<p>Use technical vocabulary and techniques when working with different materials and processes.</p> <p>Independently develop ideas which show curiosity, imagination and originality. Investigate and try out ideas using sketchbooks and materials, e.g. "What could this material do?" "What can I produce with it?"</p> <p>Work from a variety of sources including life drawing and digital images.</p>	<p>Continue to develop techniques with creativity, experimentation and an awareness of different kinds of art, craft and design.</p> <p>Independently refine their skills in order to gain mastery of materials and techniques.</p> <p>Use processes independently in order to create successful and finished pieces of work, including in drawing, painting & sculpture.</p>	<p>Regularly analyse own progress, taking account of what they hoped to achieve.</p> <p>Evaluate both own work and artists' work, taking into account the starting points and intentions. Review and revisit ideas by annotating work in sketchbooks.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>

<p style="text-align: center;">HT1 Drawing - People in Motion</p> <p>Inspiration: Pictures of human figures incl athletes</p> <p>Outcome: Drawings</p> <p>Media: Drawing pencils & pastels</p> <p>Vocab: pencil grades, marks, lines, shapes; positions, proportion</p>	<p>Show and discuss some of the work of artists capturing movement in figure drawings & paintings. How do they convey movement?</p> <p>Explore the work of Edward Muybridge</p>	<p>Use a sketchbook to collect and develop ideas.</p> <p>Make drawings of figures in different positions, including standing, seated, running & jumping.</p>	<p>Use different grades of pencil and chalk & oil pastels to produce own pictures of sports people in motion, portraying movement and speed.</p> <p>Work in a sustained way to create a detailed drawing.</p>	<p>Make notes on their progress and how they think they may modify or improve ideas or processes/techniques</p> <p>Write an evaluation of their final art work and the process they went through to produce it, reflecting on how well it meets their intentions</p>
<p style="text-align: center;">HT1 Black History Month</p> <p>Inspiration: Photos of famous faces of people of colour.</p> <p>Outcome: Drawings & Paintings</p> <p>Media: Pencil, pastels, paint</p> <p>Vocab: pencil grades, marks, lines, shapes; positions, proportion</p>	<p>Research a well-known inspirational person of colour, e.g. the music artist Stormzy.</p>	<p>Use a sketchbook to collect images of eyes/noses/mouths.</p> <p>Practise shading using the whole range of pencil grades, using techniques such as cross-hatching.</p> <p>Explore colour mixing and blending techniques with coloured pencils & pastels.</p>	<p>Draw a human face in detail.</p> <p>Work in a sustained way to create a detailed drawing.</p> <p>Produce increasingly accurate drawings of people in proportion and in different body positions, e.g. dancing and performing.</p> <p>Develop a painting from a drawing.</p>	<p>Regularly analyse own progress, taking account of what they hoped to achieve.</p> <p>Evaluate both own work and artists' work, taking into account the starting points and intentions.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Review and revisit ideas by annotating work in sketchbooks.</p>
<p style="text-align: center;">HT2 Greek Vases</p> <p>Inspiration: Ancient</p>	<p>Investigate what we can learn about Ancient Greece from its pottery - cultural beliefs and practices – and why they are</p>	<p>Use a sketchbook to collect and develop ideas.</p> <p>Sketch and annotate own</p>	<p>Experiment with and refine skills when using clay.</p> <p>Select techniques and tools</p>	<p>Make notes on their progress and how they think they may modify or improve ideas or</p>

<p>Greek vases/pots</p> <p>Outcome: Vase/pot in ancient Greek style</p> <p>Media: Clay & paint</p> <p>Vocab: annotate, shape, form, model, construct, slip, coil method, cross-hatching, finishing techniques, varnish, decoration.</p>	<p>important historical artefacts.</p> <p>Learn about the processes used to produce the pottery.</p> <p>Independently research examples of a range of Ancient Greek pottery – different shapes, decorative features etc.</p>	<p>designs and plan process.</p>	<p>with care to produce effective final art work.</p> <p>Apply knowledge of the human figure and geometric shapes & lines to own Greek clay vases.</p>	<p>processes/techniques.</p> <p>Evaluate final art work and the process they went through to produce it, reflecting on how well it meets their intentions.</p>
<p>HT3 JMW Turner</p> <p>Inspiration: Turner's 'Vesuvius in Eruption' painting.</p> <p>Outcome: Volcano pictures</p> <p>Media: Paint, oil pastels, paper collage.</p> <p>Vocab: perspective, single focal point, horizon line, composition, scale, proportion, foreground, middle ground, background, mood, atmosphere, hues, tints, tones, shades, blending techniques</p>	<p>Explore the life and role of the British artist Joseph Mallord William Turner.</p> <p>Consider which parts of an artist's picture were drawn/painted first, and the order of the subsequent parts.</p> <p>Show awareness of composition, scale and proportion in pictures, e.g. foreground, middle ground & background.</p>	<p>Develop close observation skills using a focus-frame.</p> <p>Explore colour mixing and blending techniques with coloured pencils & pastels.</p> <p>Mix and match colours to create mood and atmosphere.</p>	<p>Use perspective in their work using a single focal point and a horizon line.</p> <p>Produce own version of Turner's volcano picture.</p>	<p>Discuss their progress and how they think they may modify or improve ideas and techniques.</p>
<p>HT4 WW2 Art</p> <p>Inspiration: British WW2 artists</p> <p>Outcome: Mixed-media</p>	<p>Study Henry Moore and his shelter drawings</p> <p>Look at the perspective in the tunnel sketch</p> <p>How does the artist draw</p>	<p>Compare different mediums to get the desired style of Henry Moore's work, e.g. wet/dry pastels/crayons/watercolours</p> <p>Explore colour mixing and</p>	<p>Use perspective in their work using a single focal point and a horizon line</p> <p>Produce own versions of Henry Moore's Tunnel</p>	<p>Adapt their work according to their views and describe how they might develop it further.</p>

<p>pictures in style of Henry Moore's Shelter pictures</p> <p>Media: oil pastels, wax crayons, paint.</p> <p>Vocab: view-finders, perspective, single focal point, horizon line, composition, foreground, middle ground, background, mood, atmosphere, evaluate.</p>	<p>perspective? Consider which parts of an artist's picture were drawn/painted first, and the order of the subsequent parts.</p>	<p>blending techniques with coloured pencils & pastels.</p>	<p>pictures using a variety of media.</p>	
<p>HT5 Henry Moore Sculpture Inspiration: Henry Moore's 3-D sculptures</p> <p>Outcome: Paper & Modroc sculptures</p> <p>Media: paper & Modroc</p> <p>Vocab: pencil grades, hatching, cross-hatching, tone, shading, light, angle, shape, form, model, sculpture, paper, Modroc.</p>	<p>What is sculpture?</p> <p>Study Henry Moore's sculpture work, asking when, where, what, how?</p> <p>Who has seen his work at the Yorkshire Sculpture Park? View photos.</p> <p>What could we use to create similar sculptures in class?</p>	<p>Use a sketchbook to collect and develop ideas. Observe and draw the effect of light on objects and people from different angles.</p> <p>Create different tones by shading using a variety of techniques, e.g. cross-hatching, with the full range of pencil grades.</p>	<p>Create 3D forms using paper and Modroc.</p>	<p>Compare their ideas & methods with their classmates and give their opinions.</p>
<p>HT6 Islamic Art batik Inspiration: Islamic art</p> <p>Outcome: Cushion cover with Islamic art design</p> <p>Media: Textiles - batik</p>	<p>Investigate Islamic art, keeping respectful of the religious.</p> <p>Investigate the process of batik.</p>	<p>Use a sketchbook to collect and develop ideas.</p> <p>Develop close observation skills using a focus-frame.</p> <p>Consider and experiment with which colours will look most</p>	<p>Produce own batik cushion cover.</p> <p>Use different grades of threads and needles.</p> <p>Apply batik techniques to own work.</p>	<p>Make notes on their progress and how they think they may modify or improve ideas or processes/techniques</p> <p>Discuss their progress and how they think they may</p>

<p>Vocab: evaluate, fabric, textiles, pattern, symmetry, batik, primary, secondary, complementary, contrasting colours</p>		<p>effective together.</p> <p>Design own Islamic pattern.</p> <p>Experiment with batik techniques</p>		<p>modify or improve ideas or processes/techniques</p>
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<p>Year 5/6</p> <p>Cycle 2</p>	<p>Research & Learn</p>	<p>Explore Media & Develop Ideas</p>	<p>Create artwork</p>	<p>Evaluate and Refine</p>
<p>Main Skills:</p>	<p>Research and explain the ideas and work of some significant artists, craftspeople, designers and architects.</p> <p>Take into account the influence of the historical, cultural and social contexts in which artists work/worked.</p> <p>Identify artists who have worked in a similar way to own work.</p>	<p>Work from a variety of sources including life drawing and digital images.</p> <p>Continue to develop techniques with creativity, experimentation and an awareness of different kinds of art, craft and design.</p> <p>Use technical vocabulary and techniques when working with different materials and processes.</p> <p>Develop ideas which show curiosity, imagination and originality.</p> <p>Investigate and try out ideas using sketchbooks and materials, e.g. "What can this material do?" "What could I produce with it?"</p>	<p>Develop skills in order to begin to gain mastery of materials and techniques.</p> <p>Use processes increasingly independently in order to create finished pieces of work, including in drawing, painting & sculpture.</p>	<p>Regularly analyse own progress, taking account of what they hoped to achieve.</p> <p>Evaluate both own work and artists' work, taking into account the starting points and intentions.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Review and revisit their ideas by anotating work in sketchbooks.</p>
<p>HT1 William Morris</p>	<p>Study the life & works of</p>	<p>Develop close observation skills of William Morris's work using a</p>	<p>Work in a sustained way to create a detailed drawing of</p>	<p>Regularly analyse own progress, taking account of</p>

<p>Inspiration: William Morris prints</p> <p>Outcome: Own print with added collage</p> <p>Media: drawing, printing & collage</p> <p>Vocab: focus frame, detail, marks, lines, patterns, blend, textures, relief method, repeating pattern, 3-colour overlays</p>	<p>William Morris.</p> <p>Consider which parts of a William Morris piece were drawn/painted first, and the order of the subsequent parts.</p>	<p>focus-frame.</p> <p>Use a sketchbook to collect and develop ideas for plant & flowers designs.</p> <p>Design own print designs, considering pattern & colours.</p>	<p>plants/flowers.</p> <p>Create printing blocks by simplifying their initial sketchbook ideas to incorporate simple string designs of plants & flowers.</p> <p>Create prints with three colour overlays.</p> <p>Work into their prints with a different media, e.g. felt pens. Add collage to their William Morris background to create texture.</p>	<p>what they hoped to achieve.</p> <p>Evaluate both own work and artists' work, taking into account the starting points and intentions.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Review and revisit their ideas by anoting work in sketchbooks.</p>
<p>HT2 Rainforest Animals</p> <p>Inspiration: Rainforest animals (geography topic)</p> <p>Outcome: Animal picture</p> <p>Medium: pencil, pastel & paint</p> <p>Vocab: marks, lines, patterns, textures, tones, blending, shape, proportion, movement, hues, tints, tones, shades.</p>	<p>Select and record rainforest animals from first hand observation and imagination.</p> <p>Identify and know how to use primary, secondary, complementary and contrasting colours.</p>	<p>Use a sketchbook to collect and develop ideas about animals, including magazine photos.</p> <p>Explore both dry and wet media when making different marks, lines, patterns, textures & shapes within their drawing.</p> <p>Explore colour mixing and blending techniques with coloured pencils & pastels.</p> <p>Create different tones within their work by shading using a variety of techniques, e.g. cross-hatching, with the full range of pencil grades.</p>	<p>Produce drawings of animals in proportion and in different body positions, e.g. running and lying down.</p> <p>Develop a painting from one of their animal movement drawings, using small thin brushes to create detail.</p> <p>Develop close observation skills of animals' eyes using a card focus-frame. Work in a sustained way to create a detailed drawing using chalk pastels & oil pastels.</p>	<p>Compare ideas, methods & approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbooks to show progression of own ideas.</p>
<p>HT4 Sculpture - Mayan stelae relief tiles</p>	<p>Investigate Mayan stelae.</p> <p>Select and record from first hand observation.</p>	<p>Question and make thoughtful observations about starting points and try out ideas in their sketch books.</p>	<p>Shape and construct own stela from a combination of observation and imagination.</p>	<p>Compare their own and others' work and say what they think and feel about them.</p>

<p>Inspiration: Mayan stelae (History topic)</p> <p>Outcome: Clay tile in relief</p> <p>Medium: clay</p> <p>Vocab: annotate, shape, form, model, construct, relief, build, slip</p>	<p>Explore the roles and purposes of Mayan artists.</p>	<p>Plan a sculpture through drawing or using card pieces.</p> <p>Shape, form, model and construct from observation and imagination.</p>	<p>Develop skills in using clay including slips.</p> <p>Produce intricate patterns and textures in the clay.</p>	<p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Review and revisit ideas by anoting work in sketchbooks.</p>