


<p>Topic and Kapow unit Year3/4</p> <p><b>A</b></p>	<p><u>Autumn Term 2</u> <u>Urban Pioneers</u></p> <p>Formal Elements of Art- shape yr 3</p>	<p><u>Spring Term 1</u> <u>Natural forces</u></p> <p>Every Picture Tells a Story yr 4</p>	<p><u>Spring Term 2</u></p> <p><u>I am Warrior!</u></p> <p><u>D&amp;T</u></p>	<p><u>Summer Term 1 - Hidden in the Rainforest</u></p> <p>Sculptures year 4</p>	<p><u>Summer Term 2</u></p> <p><u>Sights and sounds of Britain</u></p> <p><u>D&amp;T</u></p>
<p><b>Drawing and Painting</b></p>	<p>Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.</p>	<p>Develop skill and control when painting. Paint with expression. Analyse painting by artists</p>			
<p><b>Craft, design, Materials and techniques</b></p>	<p>Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.</p>			<p>Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.</p>	
<p><b>Knowing and Applying formal elements (colour, form, pattern, Line, texture, shape, tone)</b></p>	<p><b>Line</b> Express and describe organic and geometric forms through different types of line.</p> <p><b>Shape</b> Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.</p> <p><b>Tone</b> Develop skill and control when using tone. Learn and use simple shading rules</p>	<p><b>Colour</b> Analyse and describe colour and painting techniques in artists work. Manipulate colour for print.</p> <p><b>Form</b> Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work.</p> <p><b>Line</b> Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.</p>			

		<p><b>Pattern</b> Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.</p> <p><b>Shape</b> Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's <b>work</b>.</p> <p><b>Texture</b> Use a range of materials to express complex textures.</p> <p><b>Tone</b> Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work.</p>		
<b>Creating Original artwork</b>		Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives.		Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives.
<b>Sketchbooks</b>		Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.		
<b>Identifying similarities and</b>		Build a more complex vocabulary when discussing your own and others' art.		

<b>differences in others work</b>					
<b>Reflecting</b>		Use their own and other's opinion of work to identify areas of improvement			
<b>Artists, craftspeople and designers</b>		Luz Perez Ojeda David Hockney Fiona Rae Pieter Brueghel Paul Rego		Sokari Douglas Camp El Anatsui Giuseppe Archimboldo	
<b>Vocabulary</b>	Colour, line, pattern, tone, shape, form, tone, shading, shading grip, wire techniques, bending, shaping, geometry, 3D, sketch.			Stomp, rhomboid, maracas, pitch, collage, recycled, geometric, contrasting, memorial.	
<b>Outcomes</b>		 <p>Create piece of original artwork inspired by one of the art pieces looked at in lesson, looking at composition, colour, thoughts feelings. Could use photomontage as above inspired by hockney</p>			



<p>Topic and Kapow unit Year3/4</p> <p><b>B</b></p>		<p><u>Autumn Term</u> <u>Where do we come from?</u></p>	<p><u>Spring Term 1</u> <u>Explorers (Investigating India)</u></p> <p><u>Formal elements of Art</u></p>	<p><u>Spr</u> <u>ing</u> <u>Ter</u> <u>m 2</u> <u>Vict</u> <u>oria</u> <u>ns</u></p>	<p><u>Summer Term 1</u> <u>Blue Abyss</u></p> <p><u>Formal elements of Art ???</u></p>	<p><u>Summer</u> <u>Term 2</u> <u>Ancient</u> <u>Greeks</u></p>
<p><b>Drawing and Painting</b></p>	<p>Year 3 &amp; 4</p>		<p>Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. Increase skill and control when painting. Apply greater expression and creativity to own paintings.</p>		<p>Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing</p>	
<p><b>Craft, design, Materials and techniques</b></p>	<p>Year 3 &amp; 4</p>	<p>Use materials such as paper weaving tie dying, sewing and other craft skill design and make products</p>	<p>Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products</p>		<p>Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.</p>	
<p><b>Knowing and Applying formal elements (colour, form, pattern, Line, texture, shape, tone)</b></p>	<p>Year 3 &amp; 4</p>	<p><b>colour</b> Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes. <b>Pattern</b> Construct a variety of patterns through craft methods. Further</p>	<p><b>Colour</b> Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes.</p>		<p><b>Pattern</b> Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern. <b>Shape</b> Create geometric compositions using mathematical shapes.</p>	

		<p>develop knowledge and understanding of pattern.</p> <p><b>Texture</b> Analyse and describe texture within artists' work.</p>	<p><b>Form</b> Further develop their ability to describe 3D form in a range of materials, including drawing.</p> <p><b>Line</b> Express and describe organic and geometric forms through different types of line</p>		<p>Analyse and describe the use of shape in artist's work.</p> <p><b>Texture</b> Use a range of materials to express complex textures</p>	
<b>Creating Original artwork</b>	Year 3 & 4				<p>Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives.</p>	
<b>Sketchbooks</b>		To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments	To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments			
<b>Identifying similarities and differences in others work</b>			Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).			
<b>Reflecting</b>			Reflecting on their own work in order to make improvements			
<b>Artists, craftspeople and designers</b>			Carl Giles		Luz Perez Ojeda	

<b>Vocabulary</b>		Running stitch, fabric, weave, over-and-under, woven, reverse, warp, weft, tie-dying, wax resist, mood board.	Puppet, shadowpuppet, decorate, detail, observation, tint, shade, light and dark.		Colour, line, tone, form, shape, pattern, texture, symmetrical, mark making.	
<b>Outcomes</b>						

<p>Topic and Kapow unit</p> <p><b>Year 5</b></p>	<p><u>Autumn Term</u></p> <p><u>Invaders and explorers</u></p> <p><u>Formal elements of architecture</u></p>	<p><u>Spring Term 1</u></p> <p><u>WW2</u></p> <p><u>Wartime artist (not kapow)</u></p>	<p><u>Spring Term 2</u></p> <p><u>The Grand Canyon</u></p>	<p><u>Summer Term 1</u></p> <p><u>Ancient Egypt</u></p> <p><u>Every picture tells a story</u></p>	<p><u>Summer Term 2</u></p> <p><u>Water World</u></p>
<p><b>Drawing and Painting</b></p>	<p>Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.</p>	<p>Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.</p>			
<p><b>Craft, design, Materials and techniques</b></p>	<p>Create mixed media art using found and reclaimed materials. Select materials for a purpose</p>	<p>Create mixed media art using found and reclaimed materials. Select materials for a purpose</p>			
<p><b>Knowing and Applying formal elements (colour, form, pattern, Line, texture, shape, tone)</b></p>	<p><b>Colour</b> Select and mix more complex colours to depict thoughts and feelings.</p> <p><b>Pattern</b> Construct patterns through various methods to develop their understanding.</p>	<p><b>Colour</b> Select and mix more complex colours to depict thoughts and feelings.</p> <p><b>Line</b> Extend and develop a greater understanding of applying expression when using line</p> <p><b>Shape</b></p>		<p><b>Colour</b> Select and mix more complex colours to depict thoughts and feelings.</p> <p><b>Form</b> Further extend their ability to describe and model form in 3D using a range of materials.</p> <p><b>Line</b></p>	



	<p><b>Texture</b> Develop understanding of texture through practical making activities.</p> <p><b>Tone</b> Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.</p>	<p>Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.</p>		<p>Extend and develop a greater understanding of applying expression when using line</p> <p><b>Pattern</b> Construct patterns through various methods to develop their understanding.</p> <p><b>Shape</b> Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.</p> <p><b>Texture</b> Develop understanding of texture through practical making activities.</p> <p><b>Tone</b> Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.</p>	
<b>Creating Original artwork</b>	<p>Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.</p>	<p>. Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.</p>		<p>Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.</p>	
<b>Sketchbooks</b>	<p>. Develop ideas through sketches, enhance knowledge, skill and technique using</p>	<p>· Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.</p>		<p>Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.</p>	

	experimental media in sketchbooks.				
<b>Identifying similarities and differences in others work</b>				Develop a greater understanding of vocabulary when discussing their own and others' work.	
<b>Reflecting</b>					
<b>Artists, craftspeople and designers</b>	Hundertwasser			Banksy Andy Warhol John singer Sargent Magdalene Ordundo	
<b>Vocabulary</b>	Pupils should make appropriate use of these words when discussing works of art: <b>colour, line, tone, form, shape, pattern, texture, observation, monument, legacy.</b>	Visual language, communication, design, design brief, collaborate, advertising, Unique Selling Point, packaging, product, media, purpose, criteria.		Democracy, law, rule, liberty, respect, tolerance, belief, emoji, symmetry, ceramics, ceramicist.	
<b>Outcomes</b>		Design a rationed product Design the space of an air raid shelter Design the bedroom for an evacuee.			

<p>Topic and Kapow unit</p> <p><b>Year 6</b></p>	<p><u>Autumn Term</u></p> <p>Terrible Tudors  <b>Art and Design skills - sketchbooks/ Landscapes</b></p>	<p><u>Spring Term</u></p> <p>What on Earth?  <u><b>Impressionism (not kapow)</b></u></p>	<p><u>Summer Term</u></p> <p><u><b>Hola Mexico!</b></u></p> <p>Self-portraits</p>
<p><b>Drawing and Painting</b></p>	<p>Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life  Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.</p>		<p>Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life</p>
<p><b>Craft, design, Materials and techniques</b></p>	<p>Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.</p>	<p>Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.</p>	<p>Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.</p>
<p><b>Knowing and Applying formal elements (colour, form, pattern, Line, texture, shape, tone)</b></p>	<p><b>Colour</b>  Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters  <b>Form</b>  Analyse and study artists' use of form. Hopper  <b>Line</b></p>		<p><b>Form</b>  Express and articulate a personal message through sculpture. Analyse and study artists' use of form.  <b>Line</b>  Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists</p>

	<p>Study and apply the techniques of other artists</p> <p><b>Pattern</b> Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.</p> <p><b>Shape</b> Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.</p> <p><b>Texture</b> Understand how artists manipulate materials to create texture.</p> <p><b>Tone</b> Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques.</p>		<p><b>Shape</b> Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.</p> <p><b>Texture</b> Understand how artists manipulate materials to create texture.</p> <p><b>Tone</b> Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques.</p>
<p><b>Create original artwork</b></p>	<p>Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.</p>	<p>Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.</p>	<p>Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.</p>

<b>Sketchbooks</b>	Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.		Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.
<b>Identifying similarities and differences in others work</b>	.	Use the language of art with greater sophistication when discussing own and others art.	
<b>Reflecting</b>		Give reasoned evaluations of their own and others work which takes account of context and intention	
<b>Artists, craftspeople and designers</b>	Monet Edward Hopper William Morris	Jenny Holzer Edward Western Edvard Munch Hannah Hoch, Peter Kennard, Jerry Uelsmann	Paul Cezanne Ben Nicholson Hanna Hoch Jaromir Funke
<b>Vocabulary</b>	Impressionism, zentangle, prototype, appreciation.	Desaturate, truism, photomontage, abstract, self-expression, crop, contrast.	Pupils should make appropriate use of these words when discussing works of art: <b>Colour, line, tone, form, shape, pattern, texture</b>
<b>Outcomes</b>		Final outcome: photomontage - self portrait in style of Elizabethan portrait	

