



Cherry Tree
ART & DESIGN

Our Intended Curriculum

Line	Short or continuous marks made using a variety of tools. Line can define the edge of a contour or shape and can be straight, curved, broken or continuous, thick or thin. Lines can be used to represent texture and form by hatching and cross hatching
Shape	Shape is created by enclosing a space using an outline. The shape of an object or geometric pattern and the shape between objects
Form	Description of 3D shape, form has volume and occupies space, it can be regular e.g. a cube or sphere or irregular e.g. a stone, shell or a fir cone
Space	The unlimited 3-dimensional expanse in which all objects are located. The distance between two points. The illusion of space can be created through the use of colour, tone, linear perspective and scale
Colour	We are surrounded by colour – take a look! There are three primary colours red, blue and yellow. They can be used to mix secondary colours: green, purple and orange
Tone	Differences in light and dark, tint or shade of colour to show effect of light on colour and form. Lighter tones or tints can be made by adding black to a colour
Texture	Describes how something feels, the surface quality of an object. Rough, smooth, hard, soft, prickly, spikey, furry
Pattern	The arrangement of shapes, natural and man-made, decorative design on surface. (Zebra, tiger, daisy [petals, brickwork, wallpaper, wrapping paper, fabric designs, patterns from other cultures)

Cherry Tree Academy progression through EYFS

Expressive Arts and Design -Creating with materials

Playing & Exploring - Engagement		Active Learning - Motivation		Creating & Thinking Critically - Thinking	
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 		<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 		<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking) 	
<p>ELG</p> <ul style="list-style-type: none"> -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function -Share their creations, explaining the process they have used -Make us of props and materials when role-playing characters in narratives and stories 					
Reception Skills	<ul style="list-style-type: none"> Explore a range of tools competently and safely Explore different textures Create representations of both imaginary and real life ideas, events, people and objects 	<ul style="list-style-type: none"> Manipulate materials to have a planned effect Use a range of material, tools and textures to experiment and create different textures 	<ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them Explore, use and refine a variety of artistic effects to express their ideas and feelings 	<ul style="list-style-type: none"> Develop own ideas through experimentation with diverse materials to express and communicate their discoveries and understanding Create collaboratively sharing ideas, resources and skills. 	<ul style="list-style-type: none"> Respond imaginatively to artworks and objects Explore use and refine a variety of artistic effects to express their ideas and feelings Express and communicate working theories, feelings and understanding in the form of art work and objects
Reception Knowledge	Autumn Autumn and Seasons/Celebrations		Spring Animals/Lifecycles		Summer Minibeasts/Occupations
	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture form and function Can draw a representation of myself and others Use colours to express/represent their feelings Explore what happens when prime colours are mixed 		<ul style="list-style-type: none"> Make use of props and materials and develop these to support role playing characters in narratives and stories Can take about, possibly anticipate, the changes to colours when they mix them Can create observational drawings(-outdoor inspiration) ie- new spring flowers, chickens 		<ul style="list-style-type: none"> Share their creations explaining the process they have used Can explain how colours can be changed Can select tools and resources and give reasons for their choice Can create(3D) construction model representations with a clear focus ie specific building/home
<p>Children to be exposed to a wide range of tools, materials and resources both indoors and outdoors that will support their artistic creativity, design and representation. Repeated and varied opportunities to engage creatively will support children to expand their knowledge and application, develop proficiency, control and confidence whilst further supporting/enhancing broader application in all areas of the EYFS ie role play(PSED), story telling(R), construction(UW)</p>					
Experiences					
<p>Pudsey colouring competition- fine motorskills Different celebrationsthroughout the year</p>					

SMSC

Spiritual—through exploring different mediums the children develop their enjoyment and fascination with the world

Moral – children are taught how to look after their environment during creative activities

British Values

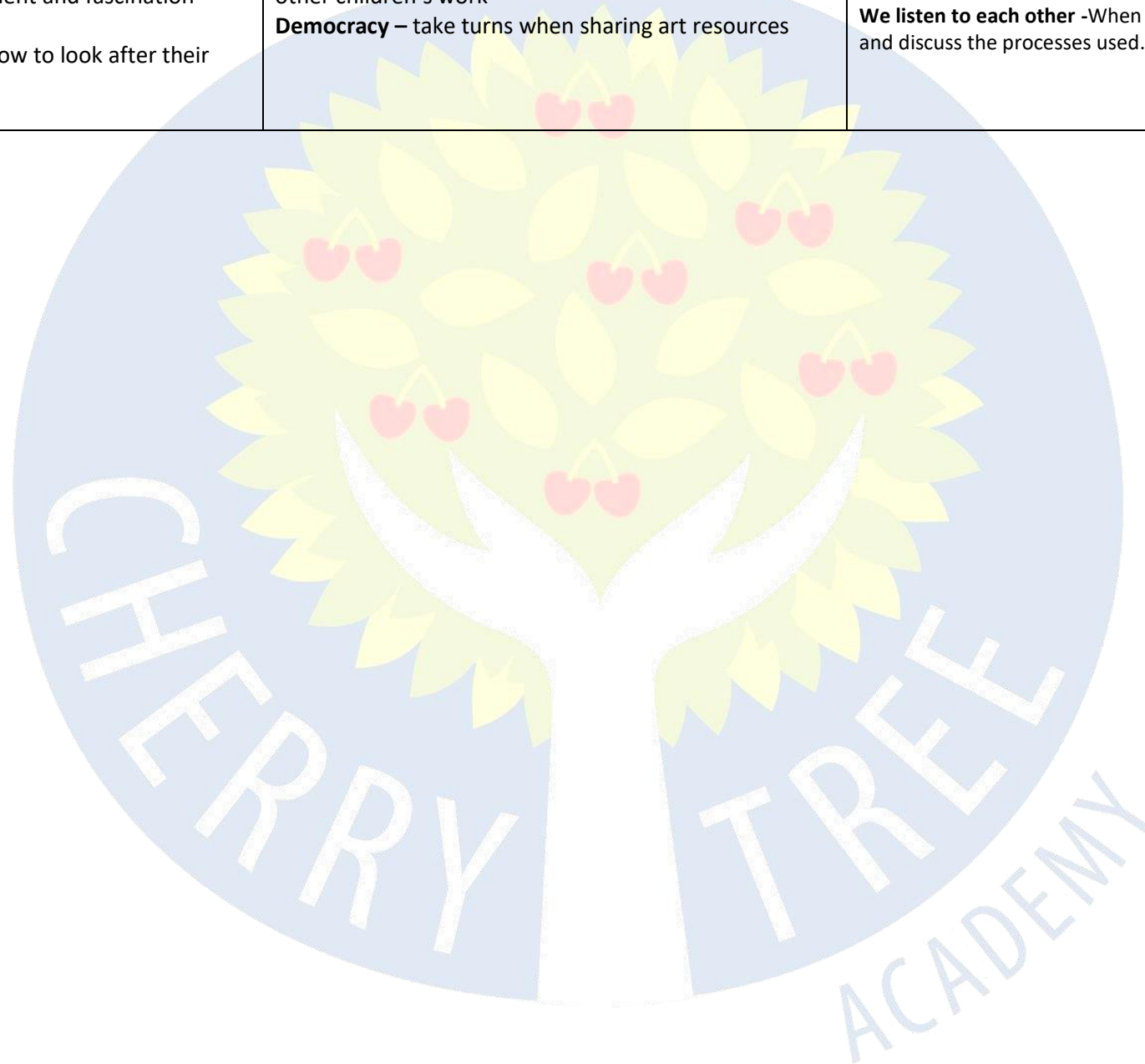
Respect and Tolerance – is discussed when looking at other children’s work

Democracy – take turns when sharing art resources

School Values.

We work hard – this is demonstrated by the children learning how to use different tools and materials.

We listen to each other -When we share our creations and discuss the processes used.



KS1: Art year A

<p>POS</p> <ul style="list-style-type: none"> - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - 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>Pattern and prints</p> <ul style="list-style-type: none"> * Use simple art language to describe, compare and contrast artists' drawing styles. • Complete a continuous line drawing in response to Paul Klee 'Burdened Child' do not copy. • Using Kandinsky's work 'Swinging' Create an abstract collage pattern with colour and shapes observed. • Make a print with ready mix paint and primary colours with found objects like, leaves, bottle tops, lids, Lego bricks, bubble wrap etc. or from hands and fingers. • Use a roller to apply paint and print with bubble wrap • Make a mono-print (a single print) of a geometric shape and or of lines. Mix, use and name secondary colours. • Create an abstract print design using Wassily Kandinsky as a starting point. Use primary colours and black and white in acrylic paint in the design. • Annotate sketchbook work- add dates names of artists used as influence.
<p>Texture and Collage</p> <p>* Make own papers in shades and tones of textured acrylic paint to use in collage activity.</p> <ul style="list-style-type: none"> • Create a collage inspired by Matisse Art Les Legumes using, cutting, tearing and gluing skills. 	<p>Drawing</p> <ul style="list-style-type: none"> * Use simple art language to describe, compare and contrast artists' drawing styles. Understand that artists respond to the Natural World in different ways. • Add colour to drawings using drawing ink. • Design and paint a wildflower meadow mixed media art piece using primary and secondary source items, memory and imagination and skills and techniques. • Annotate sketchbooks- date, names of media used

Year A – End points

<p>Pattern and Prints</p> <p>Printing using a range of materials, identifying patterns, use of colour, identifying shapes and lines.</p>	<ul style="list-style-type: none"> • Know and remember the names of famous artists Wassily Kandinsky- Paul Klee, Yayoi Kusama and Eric Carle. • Know abstract art is mainly colours, shapes, lines and marks and appears as an unrealistic image. • Know a pattern is a repeated decorative design, such as a shape, a colour or a line. • Use the correct vocabulary to describe a work of art (pattern, shape, line and colour) • Know that there are different ways to make prints and a print can be a shape or image reproduced many times or a single one-off image. • Know and identify shapes – square, rectangles, triangle, circle, semi-circle and lines in feature artist's work. • Know the three primary colours – red, yellow and blue can be mixed to make secondary colours orange, purple and green.
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<p>Texture and Collage</p> <p>Collages using a range of materials, design and make, discussing different textures of materials, colour, pattern, shape and space.</p>	<ul style="list-style-type: none"> • Know the names of famous artists Henri Matisse and Pablo Picasso. • Use the correct vocabulary in this unit of work - shape, colour and texture. • Know that the word 'texture' is how a surface looks or feels. • Know that a 'rubbing' is a technique to capture the surface texture of objects such as tree bark or leaves by placing paper over a surface and to rub a wax crayon gently on its side over the paper to capture the pattern of the surface. • Know that 'impasto painting technique' is using a spreader to add paint to a surface and it gives a textured effect.
<p>Observational drawing – William Morris</p>	<ul style="list-style-type: none"> • Know the artists Ernst Haeckel, Karl Blossfeldt and William Morris, and discuss their work. • Know a drawing is a collection of lines of different length, width, intensity, depth & shapes which can be produced with different graded pencils (2B-6B) • Know an observational drawing is a drawing from something real that you can see, called a primary source object. • Know that a secondary source object is a photocopy of the real thing. • Know drawing from memory is drawing from what you remember an object looks like. • Know drawing from imagination is a made-up drawing.

Experiences

To be arranged.

Links

<p>SMSC</p> <p>Cultural- is taught through looking at different artists and responding positively</p> <p>Spiritual – through using their imagination and creativity in response to the artist's stimuli</p>	<p>British Values</p> <p>Respect and Tolerance – is discussed when looking at other children's work</p> <p>Individual liberty - children are encouraged to make choices about the mediums they use/colours</p>	<p>School values</p> <p>We work hard - is taught when using different mediums and techniques</p> <p>We are kind - is taught through creating art for others</p> <p>We are honest - is taught through evaluating art work</p>
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POS

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.

Painting

- * Mix shades, tints and tones of colours in acrylic or readymix paint.
- Create an observational artwork in the style of Rosie Sanders using watercolours.
- Create artwork inspired by Georgia O'Keefe. Composition to break the boundary of the page.
- Describe how moods or feelings can be expressed in colours or shades of colours.
- Revisit Impasto technique already learned and create work inspired by Claude Monet.
- Use simple art language to describe, compare and contrast artists' drawing styles.
- In this unit of work, tone, colour, texture are featured.
- Talk about their sketchbook work
- Annotate sketchbooks- date, names of media used.

3D Form/ Sculpture

- Make a Land Art sculpture of natural materials from an outside environment. Observe changes to this over time to understand the concept of weathering, decay and change.
- Use a camera or iPad & photograph their work.
- Create collaborative large-scale art.
- Learn to weave. Choose natural tones of colour.
- Create a mood board page in sketchbooks that includes, examples of artists work, colours, descriptive words and rubbings of leaves.
- Use simple art language to describe, compare and contrast artists' drawing styles.
- In this unit of work, shape, colour, texture and form are featured.
- Talk about their sketchbook work
- Annotate sketchbooks- date, names of media used.

Textiles/ Collages

- * Use fabric dye.
- Express a 'mood' in colours.
- Make a handmade book with a textile designed cover inspired by traditional patterns.
- Use simple art language to describe, compare and contrast artists' drawing styles.
- Talk about their sketchbook work
- Annotate sketchbooks- date, names of media used.
- Design a traditional Ndebele house.
- In this unit of work, shape, colour and pattern are featured

Year B– End points

<p>(Sculpture) Andy Goldsworthy Who is Andy Goldsworthy? Creating own outdoor art work, noticing patterns and compare similarities and differences between Andy Goldsworthy and Picasso, introduce to 3D, branch weaving.</p>	<p>* Know a ‘sculpture’ is art made in three dimensions and that sculptors use four basic processes - carving, modelling, casting or constructing, to create their works.</p> <ul style="list-style-type: none"> • Know that sculpture can be made of materials such as paper, clay, metal, wood or recycled materials. • Know the names of famous Land artists/sculptors, Andy Goldsworthy, Richard Long and Frank Stella make sculptures from natural objects like stone. • Know how to manipulate, fold, cut and glue paper to construct a 3D paper sculpture. • Know that collaborative or large-scale art can be made when everyone’s art is joined together. • Know a weaving can be made from twigs and threads like wool or long pieces of fabric. • Know that natural tones of colour are the colours that occur in nature.
<p>Painting – Colour mixing Making warm and cold colours, varying tone and tint, mix and matching colours to create an outcome, using water colours, creating a colour wheel.</p>	<p>* Know the names of Georgia O’Keefe, Rosie Sanders, Robbie Honey and Claude Monet.</p> <ul style="list-style-type: none"> • Talk about the differences between acrylic, ready mixed and watercolour paints. • Know how moods or feelings such as happiness or sadness can be expressed in colours or shades of colours such as, blue for sadness and yellow for happy. • Know how to change the tint, shade and tone of a colour. • Know a colour wheel is a chart of colours to show their relationship to each other used in colour mixing.
<p>Textiles - Wax resist painting on fabric Using a range of materials such as wax resist sticks and fabric dye to create patterns for a decorative purpose.</p>	<ul style="list-style-type: none"> • Know a textile is a cloth that is woven from threads that can be made into clothes. • Know the name of famous South African native artist, Esther Mahlangu who used traditional, cultural patterns and symbolic designs that have been preserved through generations. • Know that traditional art and artists can influence modern day artists and designers. • Know that Sindiso Khumalo is a current fashion and textile designer who is influenced by traditional South African design but who creates modern design and fashion items of clothing. • Know that a traditional Ndebele house is decorated with traditional painted patterns. • Know that wax resist technique on fabric is made using wax crayon and fabric dyes when the wax resists the colour of the dye.

Experiences

To be confirmed.

<p>SMSC Cultural- is taught through looking at different artists and responding positively Spiritual – through using their imagination and creativity in response to the artist’s stimuli</p>	<p>British Values Respect and Tolerance – is discussed when looking at other children’s work Individual liberty - children are encouraged to make choices about the mediums they use/ colours</p>	<p>WPAT/school values We work hard - is taught when using different mediums and techniques We are kind - is taught through creating art for others We are honest - is taught through evaluating art work</p>
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KS2: Art year A

<p>POS</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history. 	<p>Drawing</p> <ul style="list-style-type: none"> *Experiment with different grades of pencil and other implements. *Plan, refine and alter their drawings as necessary. *Use their sketchbook to collect and record visual information from different sources. *Draw for a sustained period of time at their own level. *Use different media to achieve variations in line, texture, tone, colour, shape and pattern.
<p>Painting</p> <ul style="list-style-type: none"> • Create using drawing and painting, different landscapes influenced by feature artists. • Complete sketchbook analyse on LS Lowry. Use graded pencils- graphite -chalks. • Artwork must include images placed in foreground, mid ground and background • Colours must create the industrial landscape feel & appearance. • Draw an artist inspired, abstract, city skyline. • Draw architectural forms from imagination inspired by Hundertwasser – wax resist. • Paint a textured landscape inspired by Erin Hanson using impasto technique. 	<p>Printing</p> <ul style="list-style-type: none"> • Create texture and effects with oil pastels and charcoal. • Using drawing skills to create a piece of cave art inspired by the Caves at Lascaux. <ul style="list-style-type: none"> • Colour match & mix appropriate ‘earth colour’ pigments. Mix primary colour powder paint to achieve earth tone brown. Add white and black to achieve tones. • Make marks with a handmade paint brush. • Make an impressed print of a ‘hunter or animal’ in clay. • Know where clay comes from. Roll out clay and create indent pattern or design. • Use a sponge to apply paint effect to clay. • Line is used to describe or make a drawing. • In this unit of work - texture, line, colour, form.

Year A – End points

<p>Painting – Landscape.</p>	<ul style="list-style-type: none"> * Know and talk about the artists Friedensreich Hundertwasser, LS Lowry and Erin Hanson * Know art depicting a landscape is a portrayal of an area of land or scenery in nature such as, mountains, desert, the coast, industrial areas or towns and cities. <ul style="list-style-type: none"> • Know that the term landscape and portrait refer to the orientation of a piece of art. (Portrait – the vertical and landscape- the horizontal) • Know that landscape art has images placed in foreground, mid ground and background (at the front, the middle and the background) • Know that a city skyline is a collection of buildings that are drawn in a line and often identified by their iconic shape. • Know that wax resist is the painting technique of using wax crayons or oil pastels to draw patterns, over painted with water-based paint. The wax repels water so only covers the paper where there is no wax.
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<p>Fossils – drawing/printing Drawing Using H type pencils to recognise the difference between H and B, range of different pencil techniques such as linear, scumbling, side stroke and feathering, colour mixing, heavy and light blending, use of lines to create motion, shading to create a 3D perspective.</p>	<p>* Know there are various drawing techniques such as scumbling, side strokes, feathering, cross hatching that can be created using different pressure and pencil lines of different thicknesses and by using drawing pencils of different grades.</p> <ul style="list-style-type: none"> • Know that a drawing needs to be made simpler by using less detail and no shading to develop a design to be used on a print block. • Know that a print is an image that can be reproduced many times on flat surfaces like paper or fabric. • Know that printing inks are thick and sticky and have to be applied to a printing tile with a roller. • Learn that an impressed print is an image engraved into the surface of a polystyrene tile. • Learn a relief print is sometimes called a collagraph and is made by shapes of material added in relief to the surface of a tile.
<p>Cave Art Printing Understanding parietal art, examining Lascaux caves, using charcoal, creating own printing tool, printing on a rough texture</p>	<p>* Know a drawing is a collection of lines of different length, width, intensity, depth & shapes.</p> <ul style="list-style-type: none"> • Know that drawing pencils, come in different grades, 2B – 6B, that make different marks and that the material is called graphite. • Know there are various drawing techniques such as scumbling, side strokes, feathering, cross hatching that can be created using different pressure and pencil lines of different thicknesses and by using drawing pencils of different grades. • Know that a drawing needs to be made simpler by using less detail and no shading to develop a design to be used on a print block. • Know that a print is an image that can be reproduced many times on flat surfaces like paper or fabric. • Know that printing inks are thick and sticky and have to be applied to a printing tile with a roller. • Know that an impressed print is an image engraved into the surface of a polystyrene tile. <p>* Know that a relief print is sometimes called a collagraph and is made by shapes of material added in relief to the surface of a tile.</p>

Experiences

To be confirmed

<p>SMSC Cultural- is taught through looking at different artists and influence of cave art Spiritual – through using their imagination and creativity in response to the artist’s stimuli</p>	<p>British Values Respect and Tolerance – is discussed when looking at other children’s work Individual liberty - children are encouraged to make choices about the mediums they use/ colours</p>	<p>school values We work hard - is taught when using different mediums and techniques We are kind - is taught through creating art for others We are honest - is taught through evaluating art work</p>
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LKS2: Art year B	
<p>POS</p> <ul style="list-style-type: none"> - Sculpture – Ancient Greek pottery - Painting - Mosaic and Collage 	<p>3D Form/ Sculpture</p> <ul style="list-style-type: none"> • Examining Ancient Greek pottery, using the coiling and pinching technique to create a pot, designing and using acrylic paint to decorate these • use basic processes - carving, modelling and constructing - to create their works • make a coil and pinch pot
<p>Textiles</p> <ul style="list-style-type: none"> • Transfer design to cotton fabric using permanent markers • Use a needle to make stitches by hand. • Add sequins and/or buttons for embellishment • Use drawings of flowers and natural form, seeds, leaves etc as a stimulus for textile design 	<p>Collage</p> <ul style="list-style-type: none"> • Create sketchbook work to investigate patterns and shapes used in mosaic artwork • Create/ invent a building in Gaudi style and collage with surface relief texture and embellishment. • Create their own individual work by recreating the geometric, shapes, symbols and rich golden colours used by Klimt to make a drawing and collage composition. • Create their own individual work by drawing imagined architectural shapes with turrets and domes and decorating with relief patterns and embellishment • The visual elements used: texture, line, colour, pattern and shape

Year B – End points

<p>Sculpture – Ancient Greek pottery</p>	<ul style="list-style-type: none"> • Know that sculpture and pottery can be created by artists to tell a story or to record a point in time. • Know that pots/ pottery can be made as functional objects that can be used or for ornamental purposes. • Know pottery and sculptures can be made from clay as it can be baked in a kiln to make it very hard. Clay is found in the ground and there are different types and colours. • Know that Otto & Vivaka Heino, Grayson Perry, Cornelia Parker and Barbara Hepworth are famous artists & sculptors well known for their sculpture and pottery. • Know a coil pot is made from coils of clay stuck together and a pinch pot is made from a ball of clay. • Know papier mache can be used make sculptures and furniture and it is made from layers of paper, glue, flour and water.
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<p>Textiles</p>	<p>* Know that textiles are fabrics made by weaving knitting threads together.</p> <ul style="list-style-type: none"> • Know that William Morris - Mary White -Cath Kidston were /are textile designers and that they design fabrics for clothes, curtains, bedding, wallpaper and their designs are evident in and influence everyday life. Know designs can be transferred to items like shopping bags and phone covers. • Know that to transfer a design from paper to fabric to use tracing. • Know that fabric dye and dye sticks are used to to colour fabric. • Know that stitching is the process of attaching fabrics together, by hand or by machine using a needle and thread. • Know that items such as sequins or buttons can be stitched to the surface of fabrics to Incorporate embellishment.
<p>Mosaic and Collage Children will build upon their knowledge of collages, learn about the work of Antoni Gaudi, understanding of what an Architect is, examining different mosaics, creating patterns and experimenting with colour and pattern, creating their own mosaic out of a range of materials.</p>	<ul style="list-style-type: none"> • Know that a mosaic is a pattern or image made of small pieces of coloured stone, glass or ceramic, held in place by plaster/mortar and that mosaics were often used as floor and wall decoration and were particularly popular in the Ancient Roman world. • Know that mosaic effects can be achieved with collage techniques and by using surface texture. • Know about the artists Gustav Klimt and Antonio Gaudi. • Know that mosaic art style is still practiced today by feature ceramic artist, Cleo Mussi who up-cycles crockery to make her mosaic art. • Know that a Mood Board is a created page in a sketchbook of colours, shapes, words, sketches and examples of the artist's work or art theme.

Experiences

To be confirmed

<p>SMSC Cultural- is taught through looking at different artists and responding positively Spiritual – through using their imagination and creativity in response to the artist's stimuli</p>	<p>British Values Respect and Tolerance – is discussed when looking at other children's work Individual liberty - children are encouraged to make choices about the mediums they use/ colours</p>	<p>school values We work hard - is taught when using different mediums and techniques We are kind - is taught through creating art for others We are honest - is taught through evaluating art work</p>
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UKS2: Art year A	
<p>POS</p> <ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • To talk about great artists, architects and designers in history 	<p>Drawing/Sculpture</p> <ul style="list-style-type: none"> • Draw portraits in different styles with different media and techniques. • Use famous artists work to develop a personal schema (do not copy directly) • Sculpt a clay face sculpture. • Sculpt features and add expression with lines and marks in the clay. • Use a variety of clay tools. • Construct a sculptural portrait from recycled box card. • Highlight features with sponging techniques.
<p>Painting</p> <ul style="list-style-type: none"> • Create a mood board of the different artists interpretations of the rainforest • Create a wire sculpture based on their own drawings, interpretations of vegetation • Annotate entries with names of artist focus, media used, and skill practiced. • Annotate sketchbooks with comments on development of personal schema, points for development, likes & dislikes 	<p>Painting & Printing</p> <ul style="list-style-type: none"> • Produce graffiti art using mixed media showing a message or a statement • Create a relief print • Experiment with a range of printing effects- hand prints- Relief prints and add this to graffiti art • Add a 'statement or message in their art and explain the reason they chose this. • Design and make a piece of individual Graffiti using painting and printing effects, spraying, drawing and printing techniques

Year A – End points

<p>Painting</p>	<ul style="list-style-type: none"> • Talk about the work of Henri Rousseau, Beatriz Milhazes and John Dyer. • Know that artists respond to the same stimulus such as conservation in different ways to make their art. • Know the terms foreground, midground and background mean at the front, the middle and in the background paintings. • Know that wax resist is an art technique where oil pastel resists ink washes to create an effect. • Know that, to be influenced or inspired by an artist, something from the artist's unique style, such as shapes, subject or colour palette is used in pupils' own work.
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<p>Painting and Printing Neo-Expressionist art, graffiti and street art, use of bold colours, mono-printing techniques, pointillism printing to create symbols and words, creating own painting by using both techniques.</p>	<ul style="list-style-type: none"> • Know that Graffiti artists aim to make a statement or tell a story sometimes political or controversial with images and words. • Know that graffiti artists mix techniques such as spray painting, printing and stencilling and the work includes words and slogans. • Know that mixing techniques and materials on a single piece of work is known as mixed media. • Talk about the work of Graffiti artist Jean M Basquiat, Frank Shephard Fairey and Banksy. • Know that Banksy uses his art as a way to communicate his dissatisfaction or protest against world events or to highlight or celebrate ‘the peoples’ heroes’ or his protest against social situations like poverty.
<p>Drawing/Sculpture – Creating a Clay Tile</p>	<ul style="list-style-type: none"> • Know that artists draw faces in different ways using different art media, styles and techniques. • Know that some drawing skills have to be learned and practiced so personal style can be developed. • Know a human face has it’s features organised in a ‘proportional’ way. • Talk about the work of Pablo Picasso, Amedeo Modigliani and Modigliani. • Know that a portrait can be drawn on paper, or on a computer screen, or constructed to have 3 D elements from clay or cardboard.

Experiences

To be confirmed

<p>SMSC Cultural- is taught through looking at different artists and responding positively Spiritual – through using their imagination and creativity in response to the artist’s stimuli</p>	<p>British Values Respect and Tolerance – is discussed when looking at other children’s work Individual liberty - children are encouraged to make choices about the mediums they use/ colours</p>	<p>school values We work hard - is taught when using different mediums and techniques We are kind - is taught through creating art for others We are honest - is taught through evaluating art work</p>
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UKS2: Art year B	
<p>POS</p> <ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • To talk about great artists, architects and designers in history 	<p>Textiles</p> <ul style="list-style-type: none"> • Create a collaborative quilted textile art piece (friendship tree) using a range of stitching and textile techniques. • Understand that quilting is the process of sewing two or more layers of fabric together to make a thicker padded textile. • Cut out shapes and sew onto a background • Use fabric dyes to add colour.
<p>Still Life Drawing</p> <ul style="list-style-type: none"> • Draw creatively to design sugar skulls influenced by the cultural significance of the festival and by contemporary artists who use imaginary of skulls within their work. • Make sketchbook mood boards using to analyse and compare artists' work. • Draw large scale observational drawings of skulls influenced by Georgia O'Keeffe. • Draw from close observation of animals and birds to create 'studies' influenced by the sketchbook work of Leonardo Da Vinci. • Design & draw a sugar skull influenced by the cultural significance of the festival and by contemporary artists who use imaginary of skulls within their work 	<p>Collage</p> <ul style="list-style-type: none"> • Create a paper collage influenced by Picasso's first collage art pieces. • Add text to collage. • Collect items for and theme an assemblage piece of art. • Use a glue gun to attach items. • Use sketchbooks to support the project. • Annotate sketchbooks with comments on development of personal schema, points for development, likes & dislikes. Talk confidently using the language of art and design about their work.

Year B – End points

<p>Textiles – Quilting</p> <p>Understanding of what quilting is, block quilting, stitching multiple layers of fabric using a range of stitches, designing and cutting their own fabrics, basting, creating patterns and binding.</p>	<ul style="list-style-type: none"> * Know that art can be made from fabrics, fibres and wool by stitching or weaving and that quilting, wet felting and wax batik techniques are also used by textile artists. • Know techniques are often combined in a single piece of art. • Know quilting is the process of sewing, using a sewing machine or a needle and thread to join two or more layers of fabric together to make a thicker padded' textile'. Usually, constructed in three layers. • Know that in Britain, quilting was most popular in the 17th century. Know that many of the English quilted items in Museum's collections are the work of women sewing at home for their own use. While some were made by necessity, others were made to mark specific life occasions, such as a birth or wedding, or were perhaps made for a dowry for a marriage. • Know Wet Felting- is the process of using a combination of friction/agitation, soap and water to make felt fabric out of wool fibres called wool tops. The hot water and soap, changes the pH of the wool and allows the scales on the fibres to open up and adhere together. • Talk about the work of Grayson Perry, Sue Benner and Josie Russell are textile artists.
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<p>Drawing and Painting – Close observational sketches Georgia O’Keefe, Still-life, exploring the work of Georgia O’Keefe, still life drawing and observational techniques, using charcoal and oil paints, creating own observational sketches.</p>	<ul style="list-style-type: none"> • Know Still Life compositions are a collection of objects that do not move or are dead. Still life includes all kinds of man-made or natural objects, cut flowers, fruit, vegetables, fish, animals or birds. • Talk about the work of Georgia O’Keefe and Leonardo Da Vinci. • Know that skulls have been included in many famous artists’ works- Picasso, Cezanne, O’Keefe, Alexander McQueen and Damian Hurst. • Know the festival of Día de Los Muertos (The Day of The Dead) celebrate the life of people who have died. In Mexico and throughout Latin America, the deceased are honoured in a special celebration. Know the celebrations are just like a carnival and artwork in the shape of skulls is made. • Know Museum Exhibits -Taxidermy is the art of preserving an animal's body via mounting (over an armature) or stuffing, for the purpose of display or study. Museums often have collection of creatures preserved this way. • Know observational drawings are drawings of objects that are actually there (not photocopies) • Know a study of an object is a series of drawings and part drawings of the object & from different angles.
<p>Collage</p>	<ul style="list-style-type: none"> • Know, collage comes from the French word coller which means to either stick together or glue. • Know Collage was first created by Cubist artists Georges Braque and Pablo Picasso and the first example of Collage Art appeared within Braque’s 1912 artwork titled Fruit Dish and Glass, where he glued down imitation wood-grained wallpaper. • Know Henri Matisse is known for his various cut-out collages. • Know Louise Nevelson and Jason Mercier are well known for their Assemblage Art which is an alternative collage style - often made from the things we throw away. A form of sculpture or collage made of "found" objects arranged in such a way that they create a piece of art.

Experiences	
To be arranged.	

<p>SMSC Cultural- is taught through looking at different artists and responding positively Spiritual – through using their imagination and creativity in response to the artist’s stimuli</p>	<p>British Values Respect and Tolerance – is discussed when looking at other children’s work Individual liberty - children are encouraged to make choices about the mediums they use/ colours</p>	<p>school values We work hard - is taught when using different mediums and techniques We are kind - is taught through creating art for others We are honest - is taught through evaluating art work</p>
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