



# ST ANNE'S COPP CHURCH OF ENGLAND PRIMARY SCHOOL, GREAT ECCLESTON

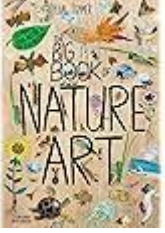
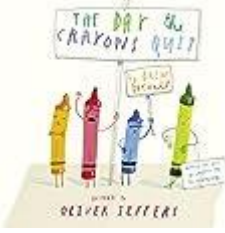
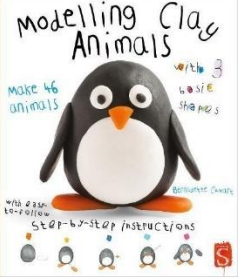


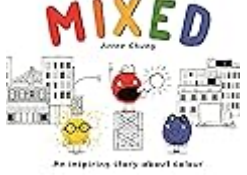
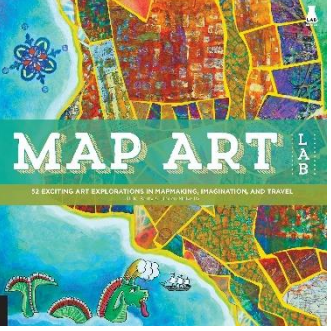
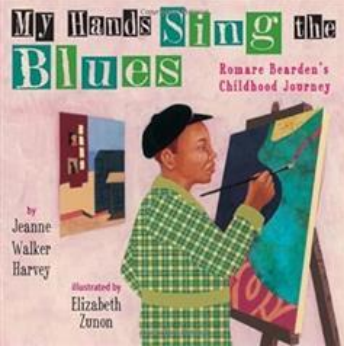


## ART AND DESIGN CURRICULUM

In building solid foundations for every unique individual and putting God's love at the centre of all we do, our children learn to embrace our diverse world. We encourage our children to learn universally in order to understand our heritage and roots as a village, town, region and nation. Through strong community links, our children grow in **compassion** and **understanding**, **promote justice** and possess commitment and **aspire** to make a positive difference. We offer an ambitious curriculum that ignites **curiosity** along with high personal expectations that fosters **resilience** and which enables them to flourish. Our children are easily distinguished by the **courage** they show when making brave choices and understand the importance of becoming the very best versions of themselves.

*"Let us love, not in word, but in truth and action." (1 John 3:18)*

## Overview

	AUTUMN		SPRING		SUMMER	
<b>EYFS</b>	Painting and mixed media: Paint my world (6 lessons) Omit lessons 1 and 4 if needed.		Drawing: Marvellous marks (6 lessons)		Sculpture and 3D: Creation station (6 lessons)	
<b>Y1</b>	Drawing: Make your mark (5 lessons)	 <p><b>Cross Curricular :</b> Music, Science (animals inc. humans), Maths (properties of shape)</p>	Sculpture and 3D: Paper play (5 lessons)	 <p><b>Cross Curricular :</b> Maths (properties of shape), Science (animals inc. humans)</p>	Painting and mixed media: Colour splash (5 lessons)	 <p><b>Cross curricular:</b> Mathematics: Number – number and place value.</p>
<b>Y2</b>	Craft and design: Map it out (5 lessons)	 <p><b>Cross curricular links:</b> Geography: Geographical</p>	Painting and mixed media: Life in colour (5 lessons)		Sculpture and 3D: Clay houses (5 lessons)	<p><a href="#">Who is Rachel Whiteread?   Tate Kids</a> (webpage)</p> <p><b>Cross curricular links:</b> Design and technology: Design, Make</p>

		skills and fieldwork, Design and Technology				
<b>Y3</b>	Drawing: Growing artists (5 lessons)	 <p><b>Cross curricular links:</b> Maths (properties of shape), Science (Light, Plants)</p>	Painting and mixed media: Prehistoric painting (5 lessons)	 <p><b>Cross Curricular links:</b> Design and Technology (technical knowledge); Maths (properties of shape)</p>	Sculpture and 3D: Abstract shape and space (5 Lessons)	 <p><b>Cross curricular links:</b> History (Stone Age), Maths ( properties of shape)</p>
<b>Y4</b>	Drawing: Power prints (5 lessons)		Painting and mixed media: Light and dark (5 lessons)	 <p><b>Cross Curricular links:</b> Science: Light</p>	Craft and design: Fabric of nature (5 lessons)	 <p><b>Cross curricular links:</b> Geography: Place Knowledge, rainforests</p>

<p><b>Y5</b></p>	<p>Sculpture and 3D: Interactive installation (5 lessons)</p>		<p>Drawing: I need space (5 lessons)</p>	 <p><b>Cross curricular links:</b> Science: Earth and Space</p>	<p>Painting and mixed media: Portraits (5 lessons)</p>	
<p><b>Y6</b></p>	<p>Craft and design: Photo opportunity (5 lessons)</p>	 <p><b>Cross curricular links:</b> Computing</p>	<p>Painting and mixed media: Artist study (9 lessons)</p>	 <p><b>Cross curricular links:</b> English: Spoken English</p> <p><b>Visit to a gallery</b></p>	<p>Sculpture and 3D: Making memories - (5 lessons)</p>	

	Autumn		Spring		Summer	
<b>EYFS</b>	<p><b>Painting: Paint my world</b> Creating child-led paintings using fingers and natural items as tools, children learn that colours can be mixed and that paintings can be abstract or figurative. They make collages and explore different techniques for using paint when creating splatter pictures</p>	<p><b>Text:</b> <a href="#">The Big Book of Nature Art: 7 (The Big Book series) : Zommer, Yuval: Amazon.co.uk: Books</a></p>	<p><b>Drawing: Marvellous marks</b> Exploring mark making and using the language of texture, children use wax crayons to make rubbings and chalk on different surfaces. They use felt tips to explore colour and pencils to create observational drawings of their faces.</p>	<p><b>Text:</b> <a href="#">The Day The Crayons Quit: Amazon.co.uk: Daywalt, Drew, Jeffers, Oliver: 9780007513765: Books</a></p>	<p><b>Sculpture and 3D: Creation station</b> Manipulating playdough and clay to make animal sculptures and their own creations, children begin to use language associated with forces: push, pull, twist etc. They create natural landscape pictures using items they have found outdoors.</p>	<p><b>Text:</b> <a href="#">Modelling Clay Animals : Cuxart, Bernadette: Amazon.co.uk: Books</a></p>

	Early years outcomes: Prime Areas	Early years outcomes: Specific Areas	Characteristics of effective learning	Artist
<b>EARLY YEARS</b>	<p>Physical development</p> <ul style="list-style-type: none"> <li>-Develop small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>-Develop overall body-strength, balance, co-ordination and agility.</li> <li>-Develop the foundations of a handwriting style which is fast, accurate and efficient. -ELG: Fine Motor Skills</li> </ul> <p>Use a range of small tools, including scissors, paint brushes and cutlery. -</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> <li>-Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> <li>-Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>-Create collaboratively, sharing ideas, resources and skills.</li> <li>-Return to and build on their previous learning, refining ideas and developing their ability to represent them. -</li> </ul> <p><b>ELG:</b> Creating with materials</p> <ul style="list-style-type: none"> <li>&gt; Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>&gt; Share their creations, explaining the process they have used.</li> </ul>	Playing and Exploring	<p>3D:</p> <p>Beth Cavener</p> <p>Julie Wilson</p> <p>Painting:</p> <p>Megan Coyle</p>

	AUTUMN		SPRING		SUMMER	
<b>Y1</b>	<p><b>Drawing:</b> Make your mark Developing observational drawing skills when exploring mark-making . Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman.</p>	<p><b>Vocab:</b> 2D shape 3D shape abstract chalk charcoal circle continuous cross-hatch diagonal dots firmly form horizontal lightly</p> <p><b>Cross Curricular:</b> Music Science: Animals, including humans Mathematics: Geometry – properties of shapes</p> <p><b>Text:</b> <a href="#">Meet Wassily Kandinsky (Meet the Artist) : Read With You Center for Excellence in STEAM Education: Amazon.co.uk: Books</a></p>	<p><b>Sculpture and 3D:</b> Paper play Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture. There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois.</p>	<p><b>Vocab:</b> artist carving concertina curve cylinder imagine loop mosaic overlap sculpture spiral three dimensional (3D) tube zig-zag</p> <p><b>Cross Curricular:</b> Mathematics: Geometry – properties of shapes Science: Animals, including humans</p> <p><b>Text:</b> <a href="#">Louise Bourgeois Made Giant Spiders and Wasn't Sorry. : Gilberti, Fausto: Amazon.co.uk: Books</a></p>	<p><b>Painting and mixed media:</b> Colour splash Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns.</p>	<p><b>Vocab:</b> blend hue kaleidoscope pattern mix primary colour print secondary colour shade shape space texture thick</p> <p><b>Cross curricular:</b> Mathematics: Number – number and place value.</p> <p><b>Text:</b> <a href="#">Mixed: An Inspiring Story About Colour : Chung, Arree: Amazon.co.uk: Books</a></p>

	<b>Making Skills</b>	<b>Generating ideas</b>	<b>Knowledge of artists</b>	<b>Evaluating</b>	<b>Formal elements</b>
<b>YEAR 1</b>	<p>Explore mark making, experiment with drawing lines and use 2D shapes to draw.</p> <p>Develop skill and control when painting. Paint with expression.</p> <p>Learn a range of materials and techniques such as clay, sketching, printing and collage.</p>	<p>Explore and create ideas for purposes and intentions.</p>	<p>3D: Marco Balich (Italian- Tree of life) Louise Bourgeois Samantha Stephenson</p> <p>Drawing: Bridget Riley Wassily Kandinsky, Renata Bernal Ilya Bolotowsky Zaria Forman</p> <p>Painting: Jasper Johns Clarice Cliff</p>	<p>Recognise and describe key features of their own and other's work.</p> <p>Describe what they feel about their work and the art of others.</p>	<p>Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose.</p> <p>Use, express and experiment with line for purpose, then use appropriate language to describe lines.</p> <p>Understand patterns in nature, design and make patterns in a range of materials</p> <p>Identify, describe and use shape for purpose</p> <p>Use materials to create textures.</p> <p>Understand what tone is and how to apply this to their own work.</p>

	Spring		Summer		Spring	
<b>Y2</b>	<p><b>Craft and design:</b> Map it out Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief</p>	<p><b>Vocab:</b> Abstract fibre composition curator design design brief evaluate felt gallery imaginary inspired landmarks mosaic overlap</p> <p><b>Cross curricular links:</b> Geography: Geographical skills and fieldwork Design and technology: Design</p> <p><b>Text:</b> <a href="#">Map Art Lab: 52 Exciting Art Explorations in Mapmaking, Imagination, and Travel (Lab Series): Amazon.co.uk: Berry, Jill K, McNeilly, Linden: 9781592539055: Books</a></p>	<p><b>Painting and mixed media:</b> Life in colour Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork.</p>	<p><b>Vocab:</b> collage detail mixing primary colour secondary colour surface overlap texture</p> <p><b>Text:</b> <a href="#">My Hands Sing the Blues: Romare Bearden's Childhood Journey : Harvey, Jeanne Walker, Zunon, Elizabeth: Amazon.co.uk: Books</a></p>	<p><b>Sculpture and 3D:</b> Clay houses Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.</p>	<p><b>Vocab:</b> casting ceramic cut detail flatten glaze impressing in relief join negative space pinch pot plaster roll score</p> <p><b>Cross curricular links:</b> Design and technology: Design, Make</p> <p><a href="#">Who is Rachel Whiteread?   Tate Kids</a> (webpage)</p>

	<b>Making Skills</b>	<b>Generating ideas</b>	<b>Knowledge of artists</b>	<b>Evaluating</b>	<b>Formal elements</b>
<b>YEAR 2</b>	<p>Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.</p> <p>Further improve skill and control when painting.</p> <p>Paint with creativity and expression.</p> <p>Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.</p>	<p>Use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.</p> <p>Use artist sources to develop their own original artwork.</p> <p>Gaining inspiration for artwork from the natural world.</p>	<p>3D: Ranti Bam Rachel Whiteread</p> <p>Craft: Josef Albers Matthew Cusick Eduardo Paolozzi Maggie Scott Kim Soom- Im Susan Stockwell</p> <p>Painting: Romare Bearden</p>	<p>Compare other's work, identifying similarities and differences.</p> <p>Describe choices and preferences using the language of art.</p>	<p>Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.</p> <p>Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.</p> <p>Draw lines with increased skill and confidence. Use line for expression when drawing portraits.</p> <p>Learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns. Create patterns of their own.</p> <p>Compose geometric designs by adapting the work of other artists to suit their own ideas.</p> <p>Identify and describe different textures. Select and use appropriate materials to create textures.</p> <p>Experiment with pencils to create tone. Use tone to create form when drawing.</p>

	Autumn		Spring		Summer	
<b>Y3</b>	<p><b>Drawing:</b> <b>Growing artists</b> Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O'Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.</p>	<p><b>Vocab:</b> abstract arrangement blend botanical botanist composition cut dark even expressive form frame frottage geometric</p> <p><b>Cross curricular links:</b> Mathematics: Geometry – properties of shapes Science: Light, Plants</p> <p><b>Text:</b> <a href="#">Meet the Artist: Georgia O'Keefe (New Edition) : Marina Muun, Marina Munn: Amazon.co.uk: Books</a></p>	<p><b>Sculpture and 3D:</b> <b>Abstract shape and space</b> Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro and Ruth Asawa.</p>	<p><b>Vocab:</b> abstract found objects negative space positive space sculptor sculpture structure three-dimensional</p> <p><b>Cross Curricular links:</b> Design and technology: Technical knowledge Mathematics: Geometry – properties of shapes</p> <p><b>Text:</b> <a href="#">A Line Can Go Anywhere: The Brilliant, Resilient Life of Artist Ruth Asawa : McAlister, Caroline, Green, Jamie: Amazon.co.uk: Books</a></p> <p>(available March 25)</p>	<p><b>Painting and mixed media:</b> <b>Prehistoric painting</b> Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.</p>	<p><b>Vocab:</b> charcoal composition negative image pigment positive image proportion scaled up sketch smudging texture</p> <p><b>Cross curricular links:</b> History Mathematics: Geometry – properties of shapes</p> <p><b>Text:</b> <a href="#">Cave Baby 10th Anniversary Edition: Amazon.co.uk: Donaldson, Julia, Gravett, Emily: 9781529027778: Books</a></p>

	<b>Making Skills</b>	<b>Generating ideas</b>	<b>Knowledge of artists</b>	<b>Evaluating</b>	<b>Formal elements</b>
<b>YEAR 3</b>	<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>Increase skill and control when painting. Apply greater expression and creativity to own paintings.</p>	<p>Use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments.</p>	<p>3D: Ruth Asawa Anthony Caro</p> <p>Drawing: Max Ernst Carl Linnaeus (Historical: first botanist) Georgia O'Keefe Maude Purdy</p> <p>Painting: Prehistoric Artists</p>	<p>Discuss own and other's work using an increasingly sophisticated use of art language (formal elements). Reflecting on their own work in order to make improvements.</p>	<p>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>Further develop their ability to describe 3D form in a range of materials, including drawing.</p> <p>Express and describe organic and geometric forms through different types of line.</p> <p>Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern.</p> <p>Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.</p> <p>Analyse and describe texture within artists' work.</p> <p>Develop skill and control when using tone. Learn and use simple shading rules.</p>

	Autumn		Spring		Summer	
<b>Y4</b>	<p><b>Drawing: Power prints</b> Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.</p>	<p><b>Vocab:</b> abstract block print contrast cross-hatching collaborate collaboratively collage combine composition figurative gradient hatching highlight mixed media</p> <p><b>Cross curricular links:</b> None</p> <p><b>Text:</b> <a href="#">Famous Five Colour Short Stories: Five and a Half-Term Adventure (Famous Five: Short Stories):</a> <a href="#">Amazon.co.uk: Blyton, Enid, Littler, Jamie: 9781444916256: Books</a></p>	<p><b>Painting and mixed media: Light and dark</b> Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques.</p>	<p><b>Vocab:</b> abstract composition contrasting dabbing paint detailed figurative formal grid landscape mark-making muted paint wash patterned pointillism</p> <p><b>Cross Curricular links:</b> Science: Light</p> <p><b>Text:</b> <a href="#">The Elements of Art : Balcom-Sudak, Brittany: Amazon.co.uk: Books</a></p>	<p><b>Craft and design: Fabric of nature</b> Using flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to a design a repeating pattern suitable for fabric.</p>	<p><b>Vocab:</b> batik colour palette imagery industry craft craftsperson design develop designer inspiration mood board organic pattern repeat</p> <p><b>Cross curricular links:</b> Geography: Place Knowledge, rainforests</p> <p><b>Text:</b> <a href="#">V&amp;A Introduces: William Morris : Morris, William: Amazon.co.uk: Books</a></p>

	<b>Making Skills</b>	<b>Generating ideas</b>	<b>Knowledge of artists</b>	<b>Evaluating</b>	<b>Formal elements</b>
<b>YEAR 4</b>	<p>Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing.</p> <p>Develop skill and control when painting. Paint with expression. Analyse painting by artists.</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>Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.</p> <p>Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art.</p> <p>Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives.</p>	<p>Craft: Ruth Daniels Senanayake Megan Carter William Morris</p> <p>Drawing: Fernando Botero Alberto Giacometti Henri Matisse Henry Moore Ed Ruschka Georges Seurat</p> <p>Painting: Audrey Flack Clara Peeters (historical figure)</p>	<p>Build a more complex vocabulary when discussing your own and others' art</p> <p>Reflecting on their own work in order to make improvements.</p>	<p>Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work.</p> <p>Analyse and describe texture within artists' work. 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> <p>Analyse and describe colour and painting techniques in artists work. Manipulate colour for print.</p> <p>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>Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.</p> <p>Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.</p>

	Autumn		Spring		Summer	
<b>Y5</b>	<p><b>Sculpture and 3D: Interactive installation</b> Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece.</p>	<p><b>Vocab:</b> analyse art medium atmosphere concept culture display elements evaluate experience features influence installation art interact interactive</p> <p><b>Cross curricular links:</b> none</p> <p><b>Text:</b> <a href="#">Unexpected Art: Serendipitous Installations, Site-Specific Works, and Surprising Interventions: Amazon.co.uk: Moussa Spring, Jenny, Frock, Christian L., Hofman, Florentijn: 9781452135489: Books</a></p>	<p><b>Drawing: I need space</b> Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. They combine collage and printmaking to create a piece in their own style.</p>	<p><b>Vocab:</b> cold war collagraph collagraphy composition culture decision develop evaluate futuristic imagery printing plate printmaking process propaganda</p> <p><b>Cross curricular links:</b> Science: Earth and Space</p> <p><b>Text:</b> <a href="#">Learn to Draw Outer Space (Young Artist) : Sarah Longstreth: Amazon.co.uk: Books</a></p>	<p><b>Painting and mixed media: Portraits</b> Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.</p>	<p><b>Vocab:</b> art medium atmosphere background carbon paper collage composition continuous line drawing evaluate justify mixed media monoprint multi media paint wash portrait</p> <p><b>Cross curricular links:</b> none</p> <p><b>Text:</b> <a href="#">Selfie: The Changing Face of Self Portraits : Brooks, Susie: Amazon.co.uk: Books</a> or <a href="#">Color Palettes in Great Art: Appealing Guides to Art Appreciation for Children (Meet the Artist) : Read With You Center for Excellence in STEAM Education: Amazon.co.uk: Books</a></p>

	<b>Making Skills</b>	<b>Generating ideas</b>	<b>Knowledge of artists</b>	<b>Evaluating</b>	<b>Formal elements</b>
<b>YEAR 5</b>	Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.	Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks. 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.	3D: Cai Guo- Qiang  Drawing: Teis Albers Karen Rose  Painting: Chila Kumari Singh-Burman Njideka Akunyili- Crosby Vincent Van Gogh Frida Kahlo Maggie Scott	Develop a greater understanding of vocabulary when discussing their own and others' work. Regularly analysing and reflecting on their intentions and choices	Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape  Using texture within drawings to show careful observation and understanding of illustrating different surfaces.  Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone  Select and mix more complex colours to depict thoughts and feelings.  Further extend their ability to describe and model form in 3D using a range of materials.  Extend and develop a greater understanding of applying expression when using line.  Construct patterns through various methods to develop their understanding.

	Autumn		Spring	Summer		
<b>Y6</b>	<p><b>Craft and design:</b> <b>Photo opportunity</b> Exploring photography as a medium for expressing ideas, pupils investigate scale and composition, colour and techniques for adapting finished images. They use digital media to design and create photographic imagery for a specific design brief.</p>	<p><b>Vocab:</b> album arrangement cityscape composition Dada digital editing emulate focus frame grid image layout macro</p> <p><b>Cross curricular links:</b> computing</p> <p><b>Text:</b> <a href="#">Photography for Kids: A Beginner's Book :</a> <a href="#">Pullos, Jp:</a> <a href="#">Amazon.co.uk: Books</a> or <a href="#">Meet Edvard Munch (Meet the Artist) : Read With You Center for Excellence in STEAM Education:</a> <a href="#">Amazon.co.uk: Books</a></p>	<p><b>Printing and mixed media:</b> <b>Artist Study</b> Exploring a selection of paintings through art appreciation activities. Collecting ideas in sketchbooks and planning for a final piece after researching the life, techniques and artistic intentions of an artist that interests them.</p>	<p><b>Vocab:</b> abstract analyse artist compose compositions convey evaluation inference interpret justify meaning medium mixed media narrative</p> <p><b>Cross curricular links:</b> English: Spoken English</p> <p><b>Opportunity for a trip to gallery</b></p> <p><b>Text:</b> <a href="#">Meet the Artist: David Hockney: An Art Activity Book: Amazon.co.uk:</a> <a href="#">Rose Blake:</a> <a href="#">9781849764469: Books</a></p>	<p><b>Sculpture and 3D:</b> <b>Making memories</b> Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning</p>	<p><b>Vocab:</b> assemblage attribute collection composition embedded expression identity juxtaposition literal manipulate originality pitfall relief representation</p> <p><b>Text:</b> <a href="#">Joseph Cornell: Secrets in a Box (Adventures in Art) : Alison Baverstock: Amazon.co.uk: Books</a> (May find second hand- not in print)</p>

	<b>Making Skills</b>	<b>Generating ideas</b>	<b>Knowledge of artists</b>	<b>Evaluating</b>	<b>Formal elements</b>
<b>YEAR 6</b>	<p>Learn and apply new drawing techniques such as expression, sketching and still life.</p> <p>Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms</p>	<p>Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbook</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>3D:</p> <p>Judith Scott Yinka Shinobare Nicola Anthony Louise Nevelson Joseph Cornell</p> <p>Craft:</p> <p>Derek O’Boateng Chuck Close Albrecht Durer Hannah Hoch Graham Holland Edvard Munch Chris Plowman Edward Weston</p> <p>Painting:</p> <p>Frank Bowling Richard Brackenburg David Hockney Lubaina Himid Fiona Rae Paula Rego John Slinger Sergeant</p>	<p>Use the language of art with greater sophistication when discussing own and others art.</p> <p>Give reasoned evaluations of their own and others work which takes account of context and intention</p>	<p>Fluently sketch key shapes of objects when drawing.</p> <p>Create abstract compositions using knowledge of other artists’ work. Explore art through a range of different textural mediums.</p> <p>Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques. Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.</p> <p>Express and articulate a personal message through sculpture. Analyse and study artists’ use of form. Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.</p>

"Let us love, not in word, but in truth and action." (1 John 3:18)