

# Brompton and Sawdon: Long Term Art Curriculum Plan



## Class 1 Year A

	Painting	Collage	Sculpture	Drawing	Print	Digital media
<b>Key skills to be taught</b>	<ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Create colour wheels.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a combination of materials that are cut, torn and glued.</li> <li>• Sort and arrange materials.</li> <li>• Mix materials to create texture.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a combination of shapes.</li> <li>• Include lines and texture.</li> <li>• Use rolled up paper, straws, paper, card and clay as materials.</li> <li>• Use techniques such as rolling, cutting, moulding and carving.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness.</li> <li>• Colour (own work) neatly following the lines.</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different tones by using coloured pencils.</li> </ul>	<ul style="list-style-type: none"> <li>• Use repeating or overlapping shapes.</li> <li>• Mimic print from the environment (e.g. wallpapers).</li> <li>• Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>• Press, roll, rub and stamp to make prints.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a wide range of tools to create different textures, lines, tones, colours and shapes.</li> </ul>
	<b>A1</b>	<b>A2</b>	<b>Sp1</b>	<b>Sp2</b>	<b>Su1</b>	<b>Su2</b>
	<b>SUPERHEROES</b>	<b>Fairytales and Castles</b>	<b>Splendid Skies</b>	<b>Springwatch in Brompton</b>	<b>Walking with Dinosaurs</b>	<b>Land Ahoy!</b>
<b>Painting</b>	Halloween Pollock Pumpkins		Starry Night in style of Van Gogh Sky in style of Scott Naismith Pebble Art	Spring Flowers in style of Georgia O'Keefe	In style of Megan Coyle (collage over painting)	fish in style of Marcia Baldwin
<b>Collage</b>	Harvest Art	Textiles: Christmas Craft				
<b>Sculpture</b>		Gaudi Clay Castles			Clay Fossils	
<b>Drawing</b>	Plan Pumpkins / Harvest art		Plan paintings	Spring Flowers	Pen / pencil fossils	Design fish / pastel / felt tip / scraping in style of Marcia Baldwin
<b>Print</b>						Stained Glass Sea creatures
<b>Digital</b>			Flowers in style of David McLeod		Dinosaur Designs	
<b>Vocabulary</b>	Collage, tear, twist, glue, stick, fix. Painting, brush, Mixing, primary, secondary	Shape, line, twist, roll texture Carve mould, bend	Mixing, primary, lighten secondary Colourwheel, tones, tint, darken,	shape, space, dots, tones, thickness primary, secondary tint, darken, lighten	Texture, shape, Design, create, change. Pen, size, control. Carve, mould, twist, roll, cut	Overlapping, repeating rub, stamp. Copy, mimic.
<b>Famous artists, designers or architects</b>	<b>Jackson Pollock</b> Abstract Expressionist	<b>Antoni Gaudi</b> Architect	<b>Van Gogh</b> Post-impressionist <b>Scott Naismith</b>	<b>Georgia O'Keefe</b> Modernist Artist	<b>Megan Coyle: dinosaur</b>	<b>Marcia Baldwin: fish</b> <b>Sigmar Polke, Windows at Zürich Grossmünster</b>



Class 1 Year B						
Key skills to be taught	Painting	Collage	Sculpture	Drawing	Print	Digital media
	<ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Create colour wheels.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a combination of materials that are cut, torn and glued.</li> <li>• Sort and arrange materials.</li> <li>• Mix materials to create texture.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a combination of shapes.</li> <li>• Include lines and texture.</li> <li>• Use rolled up paper, straws, paper, card and clay as materials.</li> <li>• Use techniques such as rolling, cutting, moulding and carving.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness.</li> <li>• Colour (own work) neatly following the lines.</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different tones by using coloured pencils.</li> </ul>	<ul style="list-style-type: none"> <li>• Use repeating or overlapping shapes.</li> <li>• Mimic print from the environment (e.g. wallpapers).</li> <li>• Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>• Press, roll, rub and stamp to make prints.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a wide range of tools to create different textures, lines, tones, colours and shapes.</li> </ul>
	<b>A1</b>	<b>A2</b>	<b>Sp1</b>	<b>Sp2</b>	<b>Su1</b>	<b>Su2</b>
	Harvest Time	The Polar Express	We're going on a safari!	CHOCOLATE	Mad about mini-beasts	Enchanted Woodland
<b>Painting</b>	Harvest Festival fruit and vegetable Portrait backgrounds in style of Frida Kahlo	Bonfire Splatter art / painting in style of Kostas Korovilas	Animal Patterns		Mini-beast POP ART in style of Lilli Jemaska / Keith Waring	Landscape in style of Lowry
<b>Collage</b>		Christmas Crafts	Lion Head plates / animal masks	Easter Crafts Collages in style of Nancy Whitehead/Laura Benjamin		Animals and birds from leaves etc. (examples on internet)
<b>Sculpture</b>			Clay animal tile	(Chocolate Art- moulding)		Woodland Art Balanced stones
<b>Drawing</b>	Self portraits- pencil / pen and ink Pen over top of photo		Animals Detail on clay time Lion Head	Use sweets / biscuits to complete drawings in in style of Nady Nadhira	Mini-beast popart designs	Leaf rubbings in style of Orla Keily Ground (mud/sand) drawings in style of Ana Mendieta
<b>Print</b>			Valentines art / print (coat/paw/bird)			Wildlife print in style of Orla Keily
<b>Digital</b>		Bonfires		Digital collages using shapes in style of Malcom West	Habitat Designs	
<b>Vocabulary</b>	Line, shape, space, dots, colour, tones, thickness Painting brush, Mix, Colour wheel	primary, secondary, tint Colour wheel, tones,	Overlapping, repeat stamp. Copy, mimic	Carve, mould, bend, twist, roll, cut Collage, tear, twist	primary, secondary, tones, tint, darken, lighten	tones, tint, darken, lighten texture Carve, mould, bend
<b>Famous artists, designers or architects</b>	<b>Frida Kahlo</b> Painter	(Damien Hurst burning own art work) <b>Kostas Korovilas</b>		<b>Jacques Torres</b> (Chocolatier – Sculptures) <b>Malcom West</b> – Jellybean art <b>Felix Gonzalez Torres</b> <b>Nady Nadhira</b> – draws scenes around sweets <b>Nancy Whitehead</b> - collage <b>Laura Benjamin</b> - collage	<b>Lilli Jemaska</b> (Bug Popart)  <b>Keith Waring</b> Pop art artist	<b>L.S Lowry</b> Painter <b>Orla Kiely</b> Designer (wallpaper) <b>Jane Bevan</b> (natural sculptor) <b>Andy Goldsworthy</b> <b>Ana Mendieta</b> (ground drawings) <b>Michael Grab</b> – Stone Balancer

**Links to EY curriculum**

**Physical Development**

***Fine Motor Skills***

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop overall body-strength, balance, coordination and agility.
- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing

**Expressive Arts and Design**

***Creating with Materials***

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills
- 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.

**All work in EYFS is underpinned by Communication and Language development**

- Learn new vocabulary
- Make comments about what they have heard and ask questions to clarify their understanding.
- Articulate their ideas and thoughts in well-formed sentences.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Use new vocabulary in different contexts.



Class 2 YearA

Painting	Collage	Sculpture	Drawing	Print	Digital media
<ul style="list-style-type: none"> <li>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns, lines.</li> <li>Mix colours effectively.</li> <li>Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>Experiment with creating mood with colour.</li> </ul>	<ul style="list-style-type: none"> <li>Select and arrange materials for a striking effect</li> <li>Ensure work is precise.</li> <li>Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul>	<ul style="list-style-type: none"> <li>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>Include texture that conveys: feelings, expression, movement</li> <li>Use clay and other mouldable materials.</li> <li>Add materials to provide interesting detail.</li> </ul>	<ul style="list-style-type: none"> <li>Use different hardnesses of pencils to show: line, tone, texture.</li> <li>Annotate sketches to explain and elaborate ideas.</li> <li>Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>Use shading to show light and shadow.</li> <li>Use hatching and cross hatching to show tone and texture.</li> </ul>	<ul style="list-style-type: none"> <li>Use layers of two or more colours.</li> <li>Replicate patterns observed in natural or built environments.</li> <li>Make printing blocks (e.g. from a coiled string glued to block).</li> <li>Make precise repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Create images, video and sound recordings and explain why they were created.</li> </ul>

		A1	A1	Sp1	Sp2	Su1	Su2
		Anglo Saxons		Volcanoes		Ancient Egypt	
Class 2 Year 2 and 3	Yr A	<b>Focus</b>	<b>Anglo Saxon Art</b>	<b>Textiles</b>	<b>Landscapes / seascapes</b>	<b>Portraits</b>	
		<b>Key Knowledge to be taught</b>	What did the Anglo Saxons use to create their jewellery? How did they create these?	What did the Anglo Saxons use to dye their textiles? How can colours affect the mood or appearance of clothes?	What is a landscape / seascape? What is the foreground and background? What is perspective?	What is a portrait?	
		<b>Painting</b>		Saxon tunic in alternative colours Modern clothing designs or those of studied artists in Anglo Saxon colours	Landscapes (including volcanic) in the style of artists studied (below) How can changing the sky affect the mood of a painting?	Portraits in the style of artists studied (below)	
		<b>Collage</b>	Anglo Saxon jewellery (cardboard layers / jewels / pasta - sprayed)		Add texture to landscapes / seascapes in style of Barbara Shaw Create collage or part collage of landscape/ seascape	Portrait in the style of John Strezaker	
		<b>Sculpture</b>	Anglo Saxon jewellery (clay)			Self portrait as clay bust	
		<b>Drawing</b>	Anglo Saxon Jewellery Illuminated letters	Human figure Anglo Saxon figure	Develop landscape / seascape prior to painting Pen and ink landscape (could copy and add colour too)	Self portraits (possibly completing half photo)	
		<b>Print</b>	Anglo Saxon jewellery- carved blocks / string prints	Textile printing (tie dye)			
		<b>Digital</b>	Anglo Saxon jewellery		Landscapes – sky / land colours manipulated to change mood How do contrasting and coordinating colours affect this?	Digital Picasso portraits using cut/copy paste/colour editing	
		<b>Famous artists, designers or architects</b>		What do you notice about the work of Vivienne Westwood / Alexander McQueen? Why couldn't the Anglo Saxons create such colourful designs?	What is similar or different about how the following artists create landscapes / seascapes? Hokusai, Eric Tavares, Alayna Danner, Henri Rousseau, David Hockney, Monet  How does Barbara Shaw add texture to her work?	What is similar / different about the portraits of Picasso, Van Gogh, Leonardo Da Vinci? Who painted the Mona Lisa?  How are John Stezaker's portraits similar to Picasso's paintings? How does he create his portraits?	
	<b>Vocabulary</b>	Sculpture, glaze, slip, texture, Illuminated	textile, contrast, coordinating, fabric, dye	Colourwash, foreground, background, tone, shade, perspective, sketch, watercolour, impressionism, small strokes	Proportion, abstract, caricature, bold strokes, Post-impressionism, adapt, manipulate		



**Class 2 YearB**

Painting	Collage	Sculpture	Drawing	Print	Digital media
<ul style="list-style-type: none"> <li>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns, lines</li> <li>Mix colours effectively.</li> <li>Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>Experiment with creating mood with colour.</li> </ul>	<ul style="list-style-type: none"> <li>Select and arrange materials for a striking effect</li> <li>Ensure work is precise.</li> <li>Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul>	<ul style="list-style-type: none"> <li>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>Include texture that conveys: feelings, expression, movement</li> <li>Use clay and other mouldable materials.</li> <li>Add materials to provide interesting detail.</li> </ul>	<ul style="list-style-type: none"> <li>Use different hardnesses of pencils to show: line, tone, texture.</li> <li>Annotate sketches to explain and elaborate ideas.</li> <li>Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>Use shading to show light and shadow.</li> <li>Use hatching and cross hatching to show tone and texture.</li> </ul>	<ul style="list-style-type: none"> <li>Use layers of two or more colours.</li> <li>Replicate patterns observed in natural or built environments.</li> <li>Make printing blocks (e.g. from a coiled string glued to block).</li> <li>Make precise repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Create images, video and sound recordings and explain why they were created.</li> </ul>

	A1	A1	Sp1	Sp2	Su1	Su2
	<b>Around the World in 80 days</b>		<b>Robots and Inventors</b>		<b>Stone Age</b>	
Focus	<b>Buildings/ Landmarks around the world</b>	<b>Aboriginal Art / Art from around the world</b>	<b>Pop art</b>	<b>Robots</b>	<b>stone age art</b>	<b>Abstract Art, Surrealism</b>
Key Knowledge to be taught		What is special about aboriginal art? What messages can we read in it? Why did they paint on bark? What did they use to paint?	What is the difference between printing and painting? What was Pop Art? Why do you think it is called Pop art?		Why did stone age people do cave art? What did they use to create their images? What did they draw? What did it show?	What is abstract art?
<b>Painting</b>	Stained glass windows in style of Charles Rennie Mackintosh	Aboriginal bark / rock art	repeated images inspired by Andy Warhol / Pop art image		Blow painting (hands / animals)	Abstract paintings in the style of Klee, and Kandinsky
<b>Collage</b>	landmarks/buildings					Collage in the style of Dali / Hannah Hock
<b>Sculpture</b>				robot models (junk)	Clay tablets with stone age designs	
<b>Drawing</b>	Of famous landmarks Observational drawing of sch Complete other halves of images of buildings modernise/same/change			Robot designs- what is the robot's purpose	Pastel / crayon cave images of stone age animals Alternatives to pencil	
<b>Print</b>		Aboriginal maps	repeated images inspired by Andy Warhol			
<b>Digital</b>	Adapt images of famous landmarks / cities		repeated images inspired by Andy Warhol	images of own robot		Abstract art inspired by Kandinsky
<b>Famous artists, designers or architects</b>	What was Charles Rennie Mackintosh famous for? What is similar or different about the buildings designed by Robert Venturi, Frank Gehry and Norman Foster	Aboriginal artists: Clifford Possum Tjapaltjarri, Gloria Petyarre. Rover Thomas. Jeannie Petyarre Minma, Marlilu Tjukurrpa What can we learn about Victorian Scarborough from the work of Turner and Constable- links with Art gallery/land and seascapes of Scarborough	Who was Andy Warhol? What was he famous for?	Is Ai-Da really an artist? What work has she produced?		What type of artists were Salvador Dali, Paul Klee and Kandinsky, Eileen Agar? What does their work mean? Is Zaha Hadid an abstract architect? Can an architect be abstract? How does Hannah Hock create collages?
<b>vocabulary</b>	stained glass, contrast, translucent, coordinating, detail, features	Ochre pigment, dot painting, rock engraving, storytelling, generation, message, survival, conceal	screen, surface, rotary screen, manipulate, repeat, impact, printing ink,	Attach, stability, bend, finish (mache?)	pigment, blown paint	Abstract, surrealism





Class 3 Year A							
Painting	Collage		Sculpture	Drawing	Print	Digital	
<ul style="list-style-type: none"> <li>• Sketch lightly before painting to combine line and colour</li> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques/ qualities of paint to create texture</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix textures (rough and smooth, plain and patterned)</li> <li>• Combine visual and tactile qualities.</li> <li>• Use ceramic mosaic materials and techniques.</li> </ul>		<ul style="list-style-type: none"> <li>• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Combine visual and tactile qualities</li> <li>• Use frameworks (such as wire or moulds) to provide stability / form</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of flight)</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic / impressionistic)</li> <li>• Use lines to represent movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Build up layers of colours.</li> <li>• Create an accurate pattern, showing fine detail.</li> <li>• Use a range of visual elements to reflect the purpose of the work.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance digital media by editing (including sound, video, animation, still images and installations).</li> </ul>	
	Autumn Term		Spring Term		Su1	Su2	
	Vikings & Dragons		Lights, Camera, Action		Keen to be Green		
Focus	<b>Dragon Eyes</b>	<b>Viking Scene</b>	<b>Ancient Greeks</b>		<b>Green art</b>	<b>Local scenery</b>	
Key Knowledge to be taught			Why were vases important to the Greeks? What did they paint on their vases? What is Pandora's box in Greek mythology? What can we learn from the mask of Agamenmon or Elgin Marbles? How might the Minoan Bull paintings be linked to Theseus and the Minotaur?		Why is 'green art' becoming more popular? Can it be valued if it simply deteriorates back into nature? What is the point of green art? How could it help the environment? Could it harm it?		
Painting	<ul style="list-style-type: none"> <li>• Dragon's eye ( plus glaze for eye) / see chn's photocopied designs as template</li> <li>• Viking ship scene – sea and skyscape (also in style on Monet/Van Gogh)</li> <li>• Viking village scene</li> </ul>		<ul style="list-style-type: none"> <li>• Greek vases (using wax/scrapings?)</li> </ul>			<ul style="list-style-type: none"> <li>• Add colour to observational drawings in style of Seurat and Robert Delaunay</li> </ul>	
Collage					<ul style="list-style-type: none"> <li>• In style of artists below (Animal/bird /figure from natural materials)</li> </ul>		
Sculpture	<ul style="list-style-type: none"> <li>• Dragons Eyes (Clay) – eyes purchased to insert</li> </ul>		<ul style="list-style-type: none"> <li>• Create clay Pandora's box</li> </ul>		<ul style="list-style-type: none"> <li>• In style of artists below</li> </ul>		
Drawing	<ul style="list-style-type: none"> <li>• Dragon's eye- design / pen and ink / coloured pencil</li> <li>• Viking houses / village</li> </ul>		<ul style="list-style-type: none"> <li>• Greek vase designs</li> <li>• Designs for sides of Pandora's box</li> </ul>		<ul style="list-style-type: none"> <li>• Rubbings in style of Orla Kiely</li> </ul>	<ul style="list-style-type: none"> <li>• Observational</li> <li>• Pencil/pen and ink / coloured</li> </ul>	
Print					<ul style="list-style-type: none"> <li>• In style of Orla Kiely (natural paint pigments???)</li> </ul>		
Digital	<ul style="list-style-type: none"> <li>• Dragon eyes</li> </ul>					<ul style="list-style-type: none"> <li>• In style of Seurat</li> </ul>	
Famous artists, designers or architects	Examples of Dragon eyes available widely on internet How did Monet and Van Gogh create landscapes / waterscapes?		Examples of Greek art/sculpture: What Mark of Agamenmon Elgin Marbles Minoan Bull paintings		<b>Orla Kiely - Designer (wallpaper)</b> <b>Jane Bevan (natural sculptor)</b> <b>Andy Goldsworthy (natural sculptor)</b> <b>Michael Grab – Stone Balancer</b> <b>How has Stella McCartney incorporated environmental messages into her designs?</b> How do the following artists reflect our Nature Pillar through their art? <b>Chris Jordan, Robert Morris, Nils-Udo, Andy Goldsworthy</b>		How did Georges Seurat and Robert Delaunay create their paintings? What is similar / different?
Vocabulary	Slip, glaze	tone, colourwash, palette, mood. impressionism	Slip proportion (Wrath, Gluttony, Greed, Envy, Sloth, Pride Lust)		Repeat, block, pressure, arrangement, live art aesthetic, motif, emblem, synthetic, texture,		Pointillism, still life, composition, texture



Class 3 Year B					
Painting	Collage	Sculpture	Drawing	Print	Digital media
<ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones, tints to enhance the mood of a piece</li> <li>• Use brush techniques and the qualities of paint to create texture</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix textures (rough, smooth, plain, patterned)</li> <li>• Combine visual and tactile qualities</li> <li>• Use ceramic mosaic materials and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Combine visual and tactile qualities</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic / impressionistic)</li> <li>• Use lines to represent movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Build up layers of colours.</li> <li>• Create an accurate pattern, showing fine detail.</li> <li>• Use a range of visual elements to reflect the purpose of the work.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance digital media by editing (including sound, video, animation, still images and installations).</li> </ul>
	<b>Autumn term</b>	<b>Spring Term</b>	<b>Summer Term</b>		
	<b>Space &amp; Engineering</b>	<b>The Americas</b>	<b>World Cup/Olympics</b>		
Focus	<b>Space Art</b>	<b>Mayan Art</b> (also Forest school - Native American art – weaving dreamcatchers, powwows, story sticks)	<b>Printing / String Pull printing connected to focus Country</b>		
Key Knowledge to be taught	How and why has Space Art changed through time?	When did the Mayans use masks? Why did the Mayan's make clay idols? Where do we find Mayan art? What do the symbols mean?	What is the difference between relief and screen printing?		
<b>Painting</b>	In style of Peter Thorpe and Charles Bittinger	Animals with Mayan patterns / contrasting colours, inspired by patterns on Mayan calendars/sun stone / Dan Fenelon Mask detail	Revision and recap of key skills as appropriate		
<b>Collage</b>	In style of Robert McCall		Revision and recap of key skills as appropriate		
<b>Sculpture</b>		Mayan Idols (full body) Sun Stone - patterned Mayan Masks bold colours			
<b>Drawing</b>		Sun stone pattern plan Animals with mayan patterns – felt colouring Masks Idol plan	Revision and recap of key skills as appropriate		
<b>Print</b>			Relief print – inspired by artists studied String print Pulled string image – inspired by artists studied		
<b>Digital</b>	In style of Peter Thorpe and Charles Bittinger				
<b>Famous artists, designers or architects</b>	How do Peter Thorpe and Charles Bittinger make different parts of their paintings stand out?  How do the images of Robert McCall differ from these? Why might this be? (Bittinger's art was before space travel / Sci-fi)  Werner Von Braun (rocket designer)	How many repeating patterns can you see in 'Walk in the Sun' by Dan Fenelon? Where does he get his inspiration from? What nature can you see? What is the impact of the contrasting colours?  What creatures can you spot in Jabor Wocky? How do sculptors like Barbara Hepworth and Denise Scott Brown develop their work. Can you spot the meaning? Does it have a meaning?	What is similar and different Ben Rider and Alison Deegan's prints? Pulled string images: Ms Amsler's artroom		
<b>vocabulary</b>	contrast, realism, tints/tones, Sci-fi.	Repeated pattern, meaning, sun stone representation	Relief lino Screen fluorescent mood impact swirled.		



**Class 3 Year C**

<b>Painting</b>	<b>Collage</b>	<b>Sculpture</b>	<b>Drawing</b>	<b>Print</b>	<b>Digital media</b>
<ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix textures (rough and smooth, plain and patterned)</li> <li>• Combine visual and tactile qualities.</li> <li>• Use ceramic mosaic materials and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Combine visual and tactile qualities</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic / impressionistic)</li> <li>• Use lines to represent movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Build up layers of colours.</li> <li>• Create an accurate pattern, showing fine detail.</li> <li>• Use a range of visual elements to reflect the purpose of the work.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance digital media by editing (including sound, video, animation, still images and installations).</li> </ul>

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b>Witches &amp; Wizards</b>	<b>War: What is it Good For?</b>	<b>Brompton &amp; Beyond</b>
Area	<b>Romans</b>	<b>War Art</b>	<b>Mixed media - Local observations</b>
Key Knowledge to be taught	<b>Why and where did the Roman's use mosaics? How can we draw well proportioned faces and bodies?</b>	<b>When can art carry powerful messages? What is this called? (Propaganda) Does all art carry a message?</b>	
Painting	Portraits/statues: use just tones of black to add shadow and depth -use tones/hue of same colour to add shadow and depth	War Poster in style of Dig for Victory (revision of skills from Aut) Night Skies (Bomber's Moon) in style of Deb Anderson / Van Gogh	Backgrounds for mixed media collages (flowers/feature at front) in style of Olha Darchuk poppies by the river Colourwash over pen and ink drawings
Collage	Mosaics		Collage of local scene in style of Elizabeth st Hillaire / Maya Brym
Sculpture	Bust		
Drawing	Plan well-proportioned face (bust) portrait / well-proportioned human form - shade to make 3d.	Figures on War Poster in style of Dig for Victory (revision of skills from Aut) Figures / images for silhouette art	Observational Pencil / pen and ink drawings of local area
Print			Over paintings to add detail
Digital	Mosaics		
Famous artists, designers or architects	Chuck Close, Sosos of Pergamon, Philoxenus or Aristedies of Thebes, <b>Roman architects: Pollio; Vitruvius, Apollodorus.</b>  Can we tell if Christopher Wren was inspired by the Romans? How did Cesanne make his painting appear more 3d / give the perspective? (tones / hues)	Silhouette artist <b>Tim Arnold</b> – how give impression of 3d (mind filling in the gaps / proportion) Starry night Van Gogh Deb Anderson – sky paintings Can buildings carry a message? Why replace an old building with one which is so different? What might the problems be with such different designs? Why create something so different? Consider the work of <b>Frank Gehry, Antonio Gaudi, Zaha Hadid.-</b>	<b>Maya Brym</b> <b>Olha Darchuk</b> <b>Elizabeth st Hillaire</b>
vocabulary	Hues (shaded/tinted), primary, secondary, tertiary, shadow, sculpt, proportion marble	Symbolism, viewpoint, traditional, outline, propaganda	Brushstroke, realism. Foreground background perspective

**Enrichment in Art at Brompton and Sawdon Community Primary School:**

• Gallery recognition (art set awarded for those achieving this)	• Art Gallery trip	• Opportunities at playtime / lunchtime
• Art Club	• Opportunities in Forest School	• Visits by local artist
• Community art projects: Banners for festivals etc.	• Opportunities in wrap-around care	•