

**Great Hollands Primary
School**

**Art and Design
Curriculum**



Art & Design Curriculum

At GHPS, we value Art and Design as an important part of developing children's creativity and to express their ideas and understanding. Our Art curriculum develops creativity, sets challenges, engages and inspires children. We provide them with the knowledge and skills so that they can experiment, invent and create their own works of art, craft and design. The art curriculum will develop the children's understanding of their own and others cultural heritages through the study of a diverse range of artists, designers and craft persons.

The teaching and implementation of the Art and Design curriculum at Great Hollands Primary School is based on the National Curriculum. The skills and knowledge that the children will develop throughout each art topic are mapped across each year group and throughout the school to ensure progression. The emphasis on knowledge helps the children understand the context of the artwork as well as the artists they are learning about. A similar focus on skills means that children are given opportunities to express their creative imaginations, as well as practise and develop mastery in the key processes of art.

At EYFS: Pupils will be introduced to a range of skills and artists, where they will use different materials to express their imagination, ideas and experiences.

At Key Stage 1: Pupils learn drawing, painting and sculpture to develop and share their ideas, experiences and imagination. They develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. They learn about the work of a range of artists, craft makers and designers, describing the similarities and differences and making links to their own work.

At Key Stage 2: Pupils are taught to develop their techniques, including their control and their use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. They use sketchbooks to record their observations and use them to review and revisit ideas. They improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. They learn about great artists, architects and designers in history.

GHPS Art and Design Content Overview

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS 1 Nursery	Topics	<i>What makes me ... me?</i>	<i>How can I stay safe and healthy?</i>	<i>What makes my home and my school?</i>	<i>Are things the same everywhere?</i>	<i>How do things grow and change?</i>	<i>How can I take care of my world?</i>
	Art Focus Creating with materials	Exploring tools, shapes and materials Exploring natural materials and using tools to paint	Exploring drawing, colour and pattern Develop drawing skills and explore pattern and texture	Exploring colour mixing and emotions Exploring mixing colours, drawing and showing feelings	Exploring pattern and movement Exploring mixing patterns, showing movement & sound	Exploring Art together Refine drawing skills and work collaboratively	Exploring textures Explore textures to make a collage
	DM	A B C D E F	A B C D E F	A B C D E F	A B C D E F	A B C D E F	A B C D E F
	Props and resource	Nursery Rhymes	The Tiger Who Came To Tea Gingerbread Man	Three Little Pigs Goldilocks & The Three Bears	Walking Through Jungle Handa's Surprise	The Hungry Caterpillar Jack and the Beanstalk	Dear Zoo The Coral Kingdom
	Application of Development Matters	Explore the texture of different natural materials. Look at transient art pictures and explore making pictures with collected natural materials – sticks, stones, leaves, etc. Develop a tri-grip for holding tools. Learn how to use painting tools and paint a self-portrait with closed shapes. Learn to name colours.	Explore role play resources for pretend play. Developing their drawing skills through drawing different fruit and vegetables – closed shapes and adding some details. Explore printing potato patterns using two colours – naming colours. Combining materials and textures to make collaborative collage.	Explore role play resources for pretend play. Draw their family using closed shapes to represent different people. Explore mixing colours to paint different houses and homes. Explore emotions of colours – for happy and sad and angry and fear – linked to story.	Explore role play resources for pretend play. Exploring making printing patterns of animal footprints and fruits exploring shape and colour. Explore showing movement and loud noises in their drawings. Further explore colour and colour mixing linked to places around the world and link to emotions.	Explore role play resources for pretend play. Further develop their drawing skills by drawing plants with detail. Combining materials and textures to make collaborative collage. Further explore emotions, linked to the stories and showing these in drawings.	Explore role play resources for pretend play. Combining materials and textures to make a collage. Further explore mixing colours to make colours needed for painting different animal patterns. Further explore movement and emotions linked to images looking at artwork and linking to taking care of my world.
	DM Expressive Arts and Design (EAD) Creating with materials	Development Matters					
	<ol style="list-style-type: none"> 1. Join different materials and explore different textures. 2. Create closed shapes with continuous lines and begin to use these shapes to represent objects. 3. Draw with increasing complexity and detail, such as representing a face with a circle and including details. 				<ol style="list-style-type: none"> 4. Use drawing to represent ideas like movement or loud noises. 5. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. 6. Explore colour and colour mixing. 		

EYFS 2 Reception	Topics	<i>What will my first Autumn at school be like?</i>	<i>Why are people, places, times and things special?</i>	<i>What changes in Winter and is it the same everywhere?</i>	<i>Who helps us to stay safe, healthy and well</i>	<i>How is life in the UK different to other places around the world?</i>	<i>Have things always been the same?</i>
	Art Focus Creating with materials	Representing our environment in art Developing skills in drawing, portrait painting and clay	Exploring colour and texture Explore colour mixing, textures & showing feelings	Different landscape paintings in art Exploring different painting techniques and colours	Exploring different techniques in art Exploring drawing, printing, paper craft and loose part art	Colour and texture in other countries Explore colour and textures of different cultures	Exploring Art together Explore collaborative projects, working together
	ELG/DM	1 2 3 A B C D	1 2 3 A B C D	1 2 3 A B C D	1 2 3 A B C D	1 2 3 A B C D	1 2 3 A B C D
	Props and resource	Little Red Hen The Enormous Turnip	Three Little Pigs The Gingerbread Man	Mr Wolf's Week We're going on a Bear Hunt	How to Catch a Star The Very Hungry Caterpillar	Jack and the Beanstalk Billy Goats Gruff	Little Red Riding Hood Mr Gumpy's Outing
	Application of Development Matters	Look at the self-portrait by Van Gogh and discuss. Explore drawing different facial features – discussing shape, position and colour (focus on skin tone). Explore using paint, making thin, thick lines, textures such as hair and details. Look at mirror and draw then paint a self-portrait (display). Draw a range of plants and animals in natural Autumn environment – explore shape and line thickness & refine. Explore making marks with natural resources found in the environment. Explore techniques for shaping and pinching clay to make a hedgehog. Paint when dry (add PVA). Make collaborative Autumn tree.	Use natural environment and natural materials to explore the technique of wax rubbing. Explore mixing colours to paint a rainbow, talking about how they made it. Look at the colourful images of Picasso and Kahlo, how do they make us feel? (relate to his blue period). Thinking about special times, what colours could we use to show a happy time? Look at images of different celebrations. Children work in a group to design a special happy place. They refine ideas and work together to represent it in collage, exploring colour and texture.	Draw a range of plants and animals in the natural environment in Winter – explore shape and line thickness & refine. Talk about feelings and colours, linking in previous learning. Explore Wax and watercolour pictures. Look at different landscape environments painted by Monet. Look at his technique and explore painting by dabbing. Pupils use dabbing and cold colours to paint a cold, icy environment. Compare to Rousseau jungle landscapes. Talk about the colours, feelings, etc. Teach children to use pastels and explore to create a jungle environment landscape. Make collaborative Winter tree.	Draw a range of fruit and vegetables, whole and cut in half. Refine shape, line and drawing texture. Explore the technique of printing with fruit and vegetables and talk about it. Explore loose parts art and model with the children. Explore a range of beans and seeds to make pictures of people, plants, animals. Children share their creations and explain them. Provide a range of resources to explore these techniques in learning environment.	Draw a range of plants and animals in the natural environment in Spring – explore shape, line, texture & refine. Revise painting techniques and select which to use to paint images of different people across the world – building up a class portfolio. Focus on colours, patterns & textures of their clothing. Link in previous learning about colours and feelings. Explore the technique of weaving – linking to fabric. Pupils design their own fabric square pattern to show them and their feelings. They refine and paint a fabric square, explaining their choices and processes. Join to make a class quilt. Make collaborative Spring tree.	Draw a range of plants and animals in the natural environment in Summer – explore shape, line texture & refine. Explore drawing shadows linked to science. As a group, make foam printers for different animal feet and explore printing different patterns. As a group, design and make a Modroc life size crown. Once dry, paint and embellish using a range of materials. Work together to share their creations and explain how they created them. Make collaborative Summer tree.
	ELG Expressive Arts and Design (EAD) Creating with Materials	Early Learning Goals				Development Matters	
		<ol style="list-style-type: none"> 1. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 2. Share their creations, explaining the process they have used. 3. Make use of props and materials when role playing characters in narratives and stories. 				<ol style="list-style-type: none"> 1. Explore, use and refine a variety of artistic effects to express their ideas and feelings. 2. Return to and build on their previous learning, refining ideas and developing their ability to represent them. 3. Create collaboratively, sharing ideas, resources and skills. 4. Develop storylines in their pretend play. 	

Year 1	Topics	<i>What makes me special?</i>	<i>How are the toys we play with made?</i>	<i>Why was a castle built here? Windsor Castle</i>	<i>What makes me proud of our place?</i>	<i>Who lives in the Animal Kingdom?</i>	<i>How did families have fun in the past?</i>
	Art Focus	Self-portrait using mixed media Drawing, painting, collage & printing for frame (Kapow)		Plaiting and Braiding Explore techniques of plaiting and braiding in relation to Tudor hair	Sculpture and 3D paper play focusing on techniques like rolling paper tubes, shaping paper strips, and constructing imaginative sculptures. (Kapow)		Painting and Mixed media: Colour Splash Explore mixing primary and secondary colours (Kapow)
	Skills	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	Application of Year 1 Programme of Study	The children will explore control and pressure to create different types of lines. They will practise drawing different lines using music as a stimulus and they will connect lines to create shapes. Next they will explore lines and shapes in pictures for portrait drawings. Finally they will use control and pressure skills to add colour to a drawing. Taking inspiration from PaulKlee		Explore the techniques of plaiting and braiding using textiles.	Explore their own ideas using a range of media. Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.		Colour mixing and producing work in the style of Clarice Cliff. Making colours, mixing into secondary colours. Apply knowledge of colour mixing when painting, select suitable brushes to make brush marks. Explore colour printing. Make new colours when overlapping colours. Create shades of a secondary colour. choose to paint with colours that look good next to each other working in the style of Clarice Cliffe.
	KS1 Skills	Pupils should be taught to use the following: EXPLORING AND DEVELOPING IDEAS <ul style="list-style-type: none"> Use sketchbook to record from first-hand evidence, experience and imagination. Ask and answer questions about starting points for work. INVESTIGATING AND MAKING <ul style="list-style-type: none"> Investigate the possibilities of a range of materials and processes. Try out tools and techniques, including drawing. Represent observations, ideas and feelings, and design and make images and artefacts. 				EVALUATING <ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it, using key vocabulary. Say what they may change or improve in the future. KNOWLEDGE AND UNDERSTANDING <ul style="list-style-type: none"> Using visual and tactile elements, including colour, pattern, texture, line, tone, shape, form and space. Exploring materials and processes used in making art, craft and design. Differences and similarities in the work of artists, craftspeople and designers in different times and cultures. 	

Year 2	Topics	<i>What happened in the Great Fire?</i>	<i>What makes a healthy lunchbox?</i>	<i>What is the best way for Mrs Armitage to travel?</i>	<i>What makes us like other animals?</i>	<i>What do plants need to grow?</i>	<i>How would my life be different if I lived in the Amazon?</i>
	Art Focus	Historic portrait using drawing & painting Exploring line thickness, pattern and texture			Weaving Explore patterns and techniques of weaving to make an Easter basket	3D sculpture of a house in clay Use a variety of modelling techniques & shapes	Painting and Mixed Media: Life in colour Use primary and secondary colours, colour mixing, and creating different textures
	Skills	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	Application of Year 2 Programme of Study	Review portraits including images of Samuel Pepys & review. Explore line thickness and mark making. Look at, and record, the use of line and mark making to create effects in pattern & texture. Draw large outlines and show the techniques they have explored. Review what they and others have done, discuss their drawings and then redraft their picture. Discuss colours for their fire background using their knowledge of secondary colours & exploring tone with white & black. Combine the portrait and background to create a mixed media image.			Explore the techniques and patterns created by weaving an Easter basket.	Use observational skills to study flowers closely. Explore flowers with sense of sight, smell & touch. Look closely at the shape, pattern, texture and colour of the flower. Look at sculptures of flowers and sculptors, review these. Practice mark making skills, creating shape, pattern and texture in playdough. Develop their mark making skills in clay to create a clay flower. Choose appropriate colours to paint their flower and varnish it.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. Further demonstrate increased control with greater range of media. Make choices about which materials and techniques to use and create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work
KS1 Skills	Pupils should be taught to use the following: EXPLORING AND DEVELOPING IDEAS <ul style="list-style-type: none"> Use sketchbook to record from first-hand evidence, experience and imagination. Ask and answer questions about starting points for work. INVESTIGATING AND MAKING <ul style="list-style-type: none"> Investigate the possibilities of a range of materials and processes. Try out tools and techniques, including drawing. Represent observations, ideas and feelings, and design and make images and artefacts. 				EVALUATING <ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it, using key vocabulary. Say what they may change or improve in the future. KNOWLEDGE AND UNDERSTANDING <ul style="list-style-type: none"> Using visual and tactile elements, including colour, pattern, texture, line, tone, shape, form and space. Exploring materials and processes used in making art, craft and design. Differences and similarities in the work of artists, craftspeople and designers in different times and cultures. 		

Year 3	Topics	<i>How did Early man change Prehistoric Britain?</i>	<i>What is life in the UK like?</i>	<i>Who were the greatest builders?</i>	<i>What do plants need to stay healthy?</i>	<i>How is a region of Mexico and the UK the same/different?</i>	<i>What forces move mountains?</i>
	Art Focus	Early Art Prehistoric Paintings Cave paintings, draw & print fossils (Kapow)		Drawing then sculpting an Egyptian Cartouche	Growing Artists Developing shading skills and drawing techniques to create botanical-inspired digital drawings		'Garrowby Hill' by David Hockney Landscape painting skills through Hockney & Monet
	Skills	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	Application of Year 3 Programme of Study	Explore early painting tools & techniques through cave painting and stencilling. Explore and reflect on the stonework of Andy Goldsworthy - express opinions. Use inspiration to create own stone creation, exploring pattern & form. Observe & draw detailed images of fossils found in stones – experimenting showing line, tone and texture with different hardness of pencil, use shading for light and dark. Make printing block of fossil with cardboard and string. Use block to make layered coloured pattern on textile.		Drawing and sculpting their name in an Egyptian Cartouche.	Generating ideas from a range of stimuli, carrying out simple research & evaluation as part of the making process Using sketchbooks for a wider range of purposes, e.g. recording things using drawing & annotations, planning and taking next steps in a making process. Confidently using a range of materials and tools, selecting & using these appropriately with more independence. Developing direct observation, e.g. by using tonal shading & starting to apply an understanding of shape to communicate form. Confidently explain their ideas & opinions about their own & others' artwork with an understanding of what art can be and that there are many ways to make art.		Explore and reflect on 'Garrowby Hill' by David Hockney – reflect on the development of his style. Compare technique with Monet 'Landscape at Vétheuil' ; revise Rousseau (contrast - Cole & Constable). Experiment with painting techniques of both, creating shades of primary and secondary colours, shapes, patterns, textures and lines - link colours to natural and man-made objects. Recreate Hockney Landscape using the techniques of Monet. Create a landscape drawing of the Western Highlands in Guatemala in the style of Hockney.
LKS2 Skills	Pupils should be taught to: EXPLORING AND DEVELOPING IDEAS <ul style="list-style-type: none"> Use sketchbook to record from first-hand evidence, experience and imagination. Ask and answer questions about starting points for work. INVESTIGATING AND MAKING <ul style="list-style-type: none"> Investigate the possibilities of a range of materials and processes. Try out tools and techniques, including drawing. Represent observations, ideas and feelings, and design and make images and artefacts. 			EVALUATING <ul style="list-style-type: none"> Review what they / others have done and say what they think and feel about it, using key vocabulary. Say what they may change or improve in the future. KNOWLEDGE AND UNDERSTANDING <ul style="list-style-type: none"> Use visual and tactile elements, including colour, pattern, texture, line, tone, shape, form and space. Exploring materials and processes used in making art, craft and design. Differences and similarities in the work of artists, craftspeople and designers in different times and cultures. 			

Year 4	Topics	<i>What legacies did the Ancient Greeks leave on modern culture?</i>	<i>How was William Shakespeare influenced by the Ancient Greeks?</i>	<i>What did the Romans leave behind?</i>	<i>What makes Italy roar?</i>	<i>How did the loss of the cacao bean contribute to the collapse of the Mayan Empire?</i>	<i>How does chocolate move through our digestive system?</i>
	Art Focus			3D Roman Standard and Patterned tile Techniques creating form in Modroc & join, carve clay		Painting and Mixed Media: Light and Dark	Craft and Design: Fabric of nature
	Skills	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	Application of Year 4 Programme of Study			Generate ideas from a range of stimuli, using research & evaluation of technique to develop ideas & plan purposefully for an outcome. Use sketchbooks for a wider range of purposes, e.g. recording things using drawing and annotations, planning and taking the next steps in a making process. Demonstrate greater skill & control when drawing & painting to depict forms, such as showing an awareness of proportion & being able to create 3D effects. Use more complex techniques to shape & join materials, such as carving and modelling wire.		Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. Understand how to use basic shapes to form more complex shapes and patterns. Know patterns can be irregular and change in ways you wouldn't expect. The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns. Explore how to use texture more purposely to achieve a specific effect or to replicate a natural surface. Using lighter and darker tints and shades of a colour can create a 3D effect.
LKS2 Skills	Pupils should be taught to: EXPLORING AND DEVELOPING IDEAS <ul style="list-style-type: none"> Use sketchbook to record from first-hand evidence, experience and imagination. Ask and answer questions about starting points for work. INVESTIGATING AND MAKING <ul style="list-style-type: none"> Investigate the possibilities of a range of materials and processes. Try out tools and techniques, including drawing. Represent observations, ideas and feelings, and design and make images and artefacts. 				EVALUATING <ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it, using key vocabulary. Say what they may change or improve in the future. KNOWLEDGE AND UNDERSTANDING <ul style="list-style-type: none"> Using visual and tactile elements, including colour, pattern, texture, line, tone, shape, form and space. Exploring materials and processes used in making art, craft and design. Differences and similarities in the work of artists, craftspeople and designers in different times and cultures. 		

Year 5	Topics	<i>Why did people invade and settle in Britain?</i>	<i>Where did they settle and why?</i>	<i>How did the Kingdom of England come to be?</i>	<i>What is Globalisation?</i>	<i>What's around the river bend?</i>	<i>Where in the World is Bracknell?</i>
	Art Focus	Kapow Art: Painting and mixed media, portraits		Kapow Art-Interactive installation-		KAPOW ART-I need space	
	Skills	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	Application of Year 5 Programme of Study	Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. Try a variety of materials & compositions for the backgrounds of their drawings. Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. Use some Art vocabulary to talk about and compare portraits. Identify key facts using a website as a reference. Explain their opinion of an artwork. Experiment with materials & techniques when adapting their photo portraits.		Learning about installation art, including identifying and comparing art installations, exploring space and scale in 3D art, problem solving in construction, planning installations to communicate ideas, and applying knowledge to develop and present installation art pieces effectively.		This unit focusses on understanding retrofuturism, developing skills in evaluating images and creating art through various drawing processes, including collagraph printmaking. It emphasises the development of pupils' independent artistic skills and their ability to generate, test, and refine ideas in their sketchbooks, leading to a final piece of artwork. Use this unit hub to inform your medium-term plan and to navigate to related resources.	
UKS2 Skills	Pupils should be taught to: EXPLORING AND DEVELOPING IDEAS <ul style="list-style-type: none"> Use sketchbooks to record from first-hand evidence, experience and imagination, collecting visual and other information to develop ideas for a variety of purposes – review and revisit ideas. Question and make thoughtful observations about starting points for work. INVESTIGATING AND MAKING <ul style="list-style-type: none"> Investigate and combine visual and tactile qualities and match them to the purpose of their work. Apply and develop use of tools and techniques, including drawing. Design and make images and artefacts that communicate observations, ideas and feelings by using a variety of methods. 				EVALUATING <ul style="list-style-type: none"> Compare methods and ideas used in their own and others' work and say what they think and feel, using subject specific key vocabulary. Adapt work in response to their views and describe how they may develop it further. KNOWLEDGE AND UNDERSTANDING <ul style="list-style-type: none"> How visual and tactile elements including colour, pattern, texture, line, tone, shape and form can be combined. How materials and processes can be matched to ideas and intentions, using digital technology for developing ideas. Artists, craftspeople and designers in different times and cultures. 		

Year 6

Application of Year 6 Programme of Study

Topics	<i>What's around the River bend?</i>	<i>What is Bracknell like now?</i>	<i>What was the significance of the Battle of Britain?</i>	<i>Why do some creatures no longer exist?</i>		<i>How successful are we as entrepreneurs?</i>
Art Focus	Study of Claude Monet (Kapow) Exploring his impressionist landscape and techniques		A Blitz Skyline Exploring Blitz art - Lowry, Moore and Puller, combining learning to create final piece	Drawing and expressing ideas: Botanical sketches (Kapow)		Drawing: Expressing ideas Exploring how artists express ideas and how they use scale to do so. (Kapow)
Skills	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<p>Look at various works by Monet showing different landscapes, including with people. Learn a little about his life. Review and learn his techniques and how he has achieved the different landscapes, weather, mood etc. Pick his most famous pieces give personal responses. Explore creating a landscape with people in his style using drawing skills and painting in his style, applying colours and shades and using tones to show the mood of the landscape. Apply learning to create original piece in his style of a landscape with people.</p>		<p>Explore a range of Blitz artwork, focus on Lowry 'The Blitz', Henry Moore 'Tube Shelter' and Louisa Puller 'St. Pauls'. Discuss styles and own views. Compare to photographs. Apply drawing skills to recreate images of the Blitz. Explore feeling through colour and revise learning from Turner to create own view of a blitz sky – explore brush techniques. Explore in different media to create different textures. Revise learning about silhouette art from Y4 and draw iconic London skylines. Compose piece combining London skyline with the Blitz sky in chosen media.</p>	<p>Observe plants closely, noticing shape, proportion, & detail in leaves, petals, stems & veins. Use a light guiding outline before adding detail. Refine accuracy through careful comparison. Use varied line weights (light, fine lines for delicate edges; heavier lines for structure). Add vein and texture detail using fine cross-hatching, stippling, or contour lines. Practice contour drawing (capturing the outer edges smoothly). Apply shading techniques (hatching, cross-hatching, stippling, blending) to show depth and form. Create gradients of tone to show light source and 3D form in petals, buds & leaves. Contrast foreground vs. background with stronger tone. Experiment with different media Annotate sketches to note: Observations about structure, texture, and colour. Which techniques were effective. Next steps for refinement.</p>		<p>Creating expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combining materials and techniques appropriately to fit with ideas. Working in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art. Describing, interpreting and evaluating the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Giving reasoned evaluations of their own and others' work which takes account of context and intention. Discussing how art is sometimes used to communicate social, political, or environmental views. Show all</p>

	UKS2 Skills	<p>Pupils should be taught to:</p> <p>EXPLORING AND DEVELOPING IDEAS</p> <ul style="list-style-type: none"> - Use sketchbooks to record from first-hand evidence, experience and imagination, collecting visual and other information to develop ideas for a variety of purposes – review and revisit ideas. - Question and make thoughtful observations about starting points for work. <p>INVESTIGATING AND MAKING</p> <ul style="list-style-type: none"> - Investigate and combine visual and tactile qualities and match them to the purpose of their work. - Apply and develop use of tools and techniques, including drawing. - Design and make images and artefacts that communicate observations, ideas and feelings by using a variety of methods. 	<p>EVALUATING</p> <ul style="list-style-type: none"> - Compare methods and ideas used in their own and others’ work and say what they think and feel, using subject specific key vocabulary. - Adapt work in response to their views and describe how they may develop it further. <p>KNOWLEDGE AND UNDERSTANDING</p> <ul style="list-style-type: none"> - How visual and tactile elements including colour, pattern, texture, line, tone, shape and form can be combined. - How materials and processes can be matched to ideas and intentions, using digital technology for developing ideas. - Artists, craftspeople and designers in different times and cultures.
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