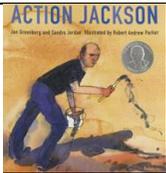
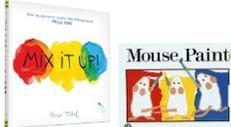




# Subject Curriculum Map

## Subject: Art

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>EYFS – expressive Arts and Design</b>	<b>Exploring Mark Making using different tools and media.</b>	<b>Exploring colour Look at <b>Mondrian.</b></b>	<b>Exploring Collage and textiles.</b>	<b>Exploring Shapes and printing.</b>	<b>Exploring nature. <b>Andy Goldsworthy.</b></b>	<b>Exploring 3D – clay/ mixed media.</b>
Pinterest board <a href="https://www.pinterest.co.uk/yvonneheywood/art-scheme-of-work-eyfs/">https://www.pinterest.co.uk/yvonneheywood/art-scheme-of-work-eyfs/</a>						
<b>Year 1 topics</b>	<b>Me My friends and I <b>PAINTING</b></b>	<b>Listen to your 'art</b>	<b>Curious Creators <b>Extra artist study Rousseau</b></b>	<b>If You're Happy and you know it. <b>COLLAGE</b></b>	<b>I'll Huff and I'll Puff</b>	<b>This Little Light of Mine <b>3D</b></b>
Pinterest board link : <a href="https://www.pinterest.co.uk/yvonneheywood/art-scheme-of-work-year-1/">https://www.pinterest.co.uk/yvonneheywood/art-scheme-of-work-year-1/</a>						
<b>Computing links and Resources</b>	 <p><b>Action Jackson book</b></p>  <p><b>Mix it Up mouse paint</b></p>		 <p><b>The art treasure hunt</b></p>			<p><b>Light box and materials</b></p> 
<b>Year 1</b>	<p>To use a variety of tools and materials to explore the senses – natural brushes, painting with different textures, spices in paints, teabags. Begin to say whether they like the effects or not.</p> <p>To purposefully explore brushstrokes and create different types intentionally using techniques such as thick, thin, dabbing, blowing, swiping and stippling.</p>		<p>To explore the work of Rousseau using collage to create pieces of work for their sketch books.</p> <p>To use pupil voice to communicate thoughts about Rousseau's work.</p>	<p>To explore collage materials and identify their properties – sorting like for like in their sketch books.</p> <p>To choose colours and gather materials for their final piece from a choice.</p> <p>To use communication boards to make choices and give reasons for their choices when working creatively.</p>		<p>To use the light box to create their own towers/ sculptures. Think about the effects they want to create and how they can balance objects. Make changes until they like what they have created.</p> <p>To evaluate their pieces using pupil voice and use camera to capture their piece and put in their sketch books.</p>

	<p>To use their sketchbooks to record their explorations and use symbols too annotate and comment.</p> <p>To explore what happens</p> <p>To mix primary colours together to discover what colours are produced.</p> <p>To use the book "Mix it Up " to explore colour mixing.</p> <p>To express opinions on the work of Jackson Pollock and give an emotion response.</p> <p>To use and understand the vocabulary of painting red, yellow, blue, orange, green, purple paint, dab, stipple, swipe, thick, thin, brush</p>			<p>Use a communication board to say what their piece of work means e.g what emotion it represents.</p> <p>Indicate when they have finished their piece of work.</p> <p>Use and understand the vocabulary of collage – tear/ rip/ cut/ stick/ finished / texture</p>		<p>To begin to use some tools such as scissors independently when producing their work</p> <p>To choose their own materials from a choice to create their pieces of work – before they begin creating.</p> <p>To use and understand the vocabulary of sculpture: sculpture model, 3D, build, balance, materials.</p>
	<p>To use a variety of tools and materials with support to explore the senses – natural brushes, painting with different textures, spices in paints, teabags.</p> <p>To explore brush strokes – thick, thin, dabbing, blowing, swiping and stippling.</p> <p>To record their explorations in their sketch books.</p> <p>To explore the primary colours and begin to name them using communication boards.</p> <p>To explore the work of Jackson Pollock – looking</p>		<p>To explore Rousseau's jungle paintings using collage) to create pieces of work for their sketch books with adult support</p> <p>To use communication boards to respond to art work both those they have made and that of Rousseau.</p> <p>To use the book Art Treasure Hunt to find objects in the painting.</p>	<p>To begin to examine and sort collage materials In their sketch books</p> <p>To use communication boards to name colours and look at properties of materials – shiny/ dull etc</p> <p>To experiment with different collage effects – cutting/ tearing / overlapping – which do they like best?</p> <p>To be able to choose some of these collage materials and techniques to create their own work</p> <p>To know that they need glue to stick collage materials</p>		<p>To use the light box explore light and shadow using objects.</p> <p>To create towers on the light box from a choice of objects.</p> <p>To record their experiments by taking pictures and putting them in their sketchbooks with the support of an adult.</p> <p>To explore making and decorating their own shakers, musical instruments or wind chimes and begin to use some tools more independently.</p>

	<p>at how he created Kinaesthetic (movement) pieces look at the book Action Jackson.</p> <p>To use Jackson Pollock's art work to create their own art pieces by using some of the techniques they have explored.</p> <p>To listen to some Jazz music and create art by dripping paint brushes onto a large piece of paper. Let the music be the guide.</p> <p>To use communication boards to decide what colours and materials they would like to use.</p> <p>To use pupil voice to evaluate their final piece.</p> <p>To explore the vocabulary of painting – red, yellow, blue, paint, dab, stipple, swipe, thick, thin, brush</p>			<p>To explore colours and how they make you feel .Record these in sketch books.</p> <p>To choose an emotion and create a responsive piece using bleeding tissue paper technique and collage.</p> <p>To use pupil voice to evaluate their final piece.</p> <p>To develop the vocabulary of collage – cut/ tear/ stick/ glue/ colours</p>		<p>Make some choices as to what materials they are going to use.</p> <p>To use pupil voice to evaluate their piece of work.</p> <p>To begin to explore the language of sculpture – sculpture, model, 3D, build, balance, materials.</p>
	<p>To explore with an adult different ways to make marks with paint. Use large tools and large paper.</p> <p>To make marks using different colours and tools.</p> <p>To explore paint and colour using all their senses.</p> <p>To observe an adult create a kinaesthetic painting and show curiosity.</p> <p>To participate with an adult to explore kinaesthetic painting on a large scale.</p>		<p>To participate in sensory exploration of Rousseau's jungle paintings using 3D materials.</p> <p>To use pupil voice to show their response to the activity.</p>	<p>To explore collage materials using their senses.</p> <p>To make collections in their sketchbooks of materials that interest them and that they enjoy exploring.</p> <p>To enjoy exploring the colours and choose ones that they like.</p> <p>To make collections of colours in sketchbooks.</p> <p>To use communication board to indicate primary colours.</p>		<p>To be able to stack objects on the light box putting one on top of each other with the support of an adult</p> <p>To enjoy the sensation of them falling and then building again.</p> <p>To use the sketchbook to review these explorations by taking pictures and then reviewing them with child.</p> <p>To participate in creating a musical instrument with adult and enjoy the sensory exploration of creating sounds and making marks to decorate.</p>

	To use symbols to say whether they like or not like something.			To help the adult to glue and stick collage materials to create a piece of work.		To use pupil voice to evaluate the tasks.  To use sensory apps to make marks and glow in the dark drawing boards.
Year 2 topics	<b>Helping hands</b> <b>Drawing</b>	<b>Celebrate good times</b>	<b>Super me</b> <b>Extra artist study - pop art - Andy Warhol</b>	<b>Circle of life</b> <b>Textiles</b>	<b>Wild World</b>	<b>Imagination station</b> <b>Printing/ multi-media working</b>
<b>Pinterest Board <a href="https://www.pinterest.co.uk/yvonneheywood/art-scheme-of-work-year-2/">https://www.pinterest.co.uk/yvonneheywood/art-scheme-of-work-year-2/</a></b>						
<b>Computing links Resources</b>	 <b>Art Lab App</b>		 <b>Pop art life App</b>	<b>Ask to bring in a white T shirt to decorate</b>		 Mixerpiece – create own works of art
<b>Year 2</b>	<p>To use tools independently to explore the different types of lines they can make.</p> <p>To use different materials to create different types and thicknesses of lines.</p> <p>To begin to notice the effects that they are making and create these effects intentionally.</p> <p>To decide on the materials and tools that they need to decorate their hand outline before they begin to create it.</p> <p>To respond to the work of Picasso using a communication board.</p> <p>To create their own Picasso portrait giving thought to where they place features.</p>		<p>To explore pop art (Andy Warhol) using cameras and IPad to create pieces of work for their sketch books.</p> <p>To use pupil voice to communicate thoughts about Andy Warhol's work.</p>	<p>To explore African textiles and identify patterns, colours and shapes that they see. Make collections in their sketchbooks and annotate their observations using symbols.</p> <p>To use their findings to make a block print with support to create their own African textile.</p> <p>To use scissors, needles and fabric glue with some control when working creatively.</p> <p>To use communication boards to make choices about their T Shirt – what colours? What shapes? What fabric?</p> <p>To choose colours and gather materials for their final piece from a choice.</p>		<p>To explore different printing techniques to create different effects – record their experiments in their sketchbooks.</p> <p>To examine and evaluate the techniques that they have used over the year by looking through their sketch books.</p> <p>To use some of these techniques to create a piece of process art based on the theme summer.</p> <p>To create a mood board to help them create their piece of work - including colours/ pictures / words and symbols.</p> <p>To use this mood board to choose colours and materials to use in their piece.</p>

	<p>To evaluate their work using communication boards.</p> <p>To use and understand the language of drawing line, thick, thin, portrait, self-portrait, bold,</p>			<p>To use and understand some vocabulary of textiles – fabric, dye, scrunch, tie, fold, needle, thread, shape, colour.</p>		<p>To evaluate you're their work using communication boards.</p> <p>To use and understand some vocabulary of printing colour, shape, object, press, line stamp, roll, mark.</p>
	<p>To copy the adult and different tools to explore lines of varying thickness and types.</p> <p>To use different materials to explore marks and lines – chalks, pastels charcoal, pen, felt tips, IPad apps, sensory materials etc.</p> <p>To record their findings in their sketch books</p> <p>To choose some of their favourite marks to decorate outlines of their hands.</p> <p>To discover the work of Picasso and create their own Picasso faces.</p> <p>To use the app ArtLab To create an impressionist face.</p> <p>To develop the language of drawing: line, thick, thin, portrait, self-portrait, bold,</p>		<p>To explore pop art (Andy Warhol) using cameras and IPad (pop art lite) to create pieces of work for their sketch books with the support of an adult.</p> <p>To use communication boards to respond to art work both those they have made and that of pop artists.</p>	<p>To examine African textiles – make collections in their sketch books of ones that they like. (textile mood board)</p> <p>To use block printing to create their own African textiles.</p> <p>To participate in the process of tie-dyeing and what tie-dyeing looks like.</p> <p>To know that you need to scrunch, fold or coil up the t-shirt tightly and secure with elastic bands and do this with teacher support.</p> <p>To use tie-dyeing technique to create a t shirt.</p> <p>To cut out fabric shapes from felt and fabric and attach these to T shirt using fabric glue and running stitch with support.</p> <p>To develop the vocabulary of textiles – fabric, dye, scrunch, tie, fold, needle, thread, shape, colour.</p>		<p>To explore different printing techniques – string, Styrofoam, multi-media, fruit, potato etc with the support of an adult.</p> <p>To document Their work in their sketch books.</p> <p>To examine their sketch books and review all the different techniques that they have used over the year. Which did they enjoy most?</p> <p>To create a multi-media piece process art based around the theme of summer.</p> <p>To choose some of the colours and materials needed from a choice given by the adults.</p> <p>To use some of the tools – brushes, scissors, glue, rollers etc with increasing independence</p> <p>To develop the language of printing, colour, shape, object, press, line stamp, roll, mark.</p>
	<p>To use their senses to explore the different marks that they make – chalk, water, foam, aqua</p>		<p>To show curiosity and participate when exploring Pop Art with an adult.</p>	<p>To explore African textiles using their senses.</p>		<p>To explore with an adult different printing techniques and together</p>

	<p>doodle, glow art, lumi-boards etc</p> <p>To begin to look at the marks they make.</p> <p>To watch an adult make marks and show curiosity.</p> <p>To participate and make marks on a hand outline with some adult encouragement.</p> <p>To explore the work of Picasso with an adult using the IPad.</p>		<p>To use pupil voice to show their response to the activity.</p>	<p>To make collections in their sketch books of materials that capture their interest.</p> <p>To use block prints to create their own African textile with some adult support to keep them on task.</p> <p>To help the adult and show curiosity in the process of tie dying.</p> <p>To help the adult to cut out shapes from fabric (use squeeze scissors) and glue them on the T-shirt.</p> <p>To use pupil voice to evaluate their T shirt.</p>		<p>choose some of these to put in their sketch books.</p> <p>To begin to explore more independently creating their own marks with printing tools, enjoying the sensation and looking at the marks they have made.</p> <p>To make collections of objects together that relate to the theme summer and explore them physically and using their senses.</p> <p>Take part in process art to create a piece of work, help the adult and show some attention and curiosity.</p> <p>To use pupil voice to evaluate their experiences.</p>
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<b>Year 3 topics</b>	<b>We Like to Move it, Move it 3D</b>	<b>Party Time</b>	<b>Mad as a Hatter Collage</b>	<b>Brilliant Bolton Extra artist study - Lowry</b>	<b>Dare to be different Painting</b>	<b>Friends Help us Grow</b>
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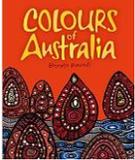
**Pinterest board - <https://www.pinterest.co.uk/yvonneheywood/art-scheme-of-work-year-3/>**

<b>Computing links/ Resources</b>					 <p><b>Camille and the Sunflowers</b></p>	<p>Create word art using yours and your friends name.</p> 
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<b>Year 3</b>	<p>To creatively explore a range of materials and techniques using their senses.</p> <p>To evaluate their work and create an annotated sketchbook page.</p>		<p>To explore a range of materials creatively and have some understanding of what effects they can create using them.</p> <p>To carefully select materials to put in their</p>	<p>To use a range of materials to explore the artist Lowry .</p> <p>To be able to communicate their ideas and decide what tools, colours and materials to use.</p>	<p>To Independently use paint and tools to create a sunflower picture from observation .</p> <p>To creatively explore the sunflowers using different techniques</p>	
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	<p>To explore and evaluate different techniques of paper sculpture and ways of joining – roll, twist, fold, tabs, loop, curl, pleat, spiral .....</p> <p>To create a paper sculpture tile purposefully selecting tools and techniques before they begin.</p> <p>Use tools confidently and independently.</p> <p>To evaluate their piece of work saying what they may do differently, what they like and what they could improve upon.</p> <p>To begin to be more independent when working – taking photographs' creating their sculptures.</p> <p>To know and understand some of the vocabulary related to sculpture: - sculpture model, 3D, build, balance, materials.</p>		<p>sketchbooks exploring their properties using mind maps.</p> <p>To decide what materials and tools they need to create their collage piece before they start their work</p> <p>To know when their piece of work is finished and then evaluate what they have done.</p>	<p>To look closely at Lowry's paintings and describe what they see.</p>	<p>and materials with increased independence and control.</p> <p>To examine both Sunflower and starry night and begin to say some similarities and differences.</p> <p>To make informed choices about materials and colours that they are going to use in their responses to Van Gogh's paintings.</p> <p>To confidently explore colour mixing, tints, shades and paint effects and talk about what they have discovered.</p> <p>To use their sketchbooks to record their findings.</p> <p>To explore the language of painting – colour names, primary colours, tint, shade, warm colours, cool colours, brushstrokes, dab, bold, thick, thin.</p>	
	<p>To explore the senses using different media – smelly paint, different textures, paint blindfolded, and paint to music. Record in sketchbooks.</p> <p>To use observational drawing skills to look in a mirror and draw themselves.</p> <p>To explore paper sculpture techniques – rip,</p>		<p>To explore collage materials and identify their properties – sorting like for like in their sketch books.</p> <p>To explore different collage techniques in their sketchbooks – cutting, tearing, gluing.</p> <p>To use the theme of Alice in Wonderland to create collage</p>	<p>To explore the work of Lowry using mixed media to create pieces of work for their sketch books.</p> <p>To use pupil voice to communicate thoughts about Lowry's work</p>	<p>To use their observation skills to look closely at sunflowers and paint them from observation.</p> <p>To study sunflowers – paint, pencil, mixed media, photography, clay and document their explorations in their sketch books.</p>	

	<p>fold, twist, cut, bend, crimp, curl loop...</p> <p>To create textural tiles using the techniques they have explored. Put everyone's together to create a large sculpture.</p> <p>To examine the work of the artist Giacometti. Use pupil voice to express an opinion.</p> <p>To use the Ipad to take photographs of their friends in different poses and choose which ones to add these to their sketch book.</p> <p>To use their photographs as an inspiration create tinfoil sculptures in the style of Giacometti .</p> <p>To explore the language of sculpture sculpture model, 3D, build, balance, materials.</p> <p>To begin to be more independent when using art tools – scissors, glue etc</p>		<p>pieces using the techniques that they have explored.</p> <p>To choose colours and gather materials for their final piece from a choice.</p> <p>To use communication boards to make choices and give reasons for their choices when working creatively.</p> <p>To use a communication board to say what their piece of work means e.g what emotion it represents.</p> <p>To indicate when they have finished their piece of work.</p> <p>To use and understand the vocabulary of collage – tear/ rip/ cut/ stick/ finished / texture</p>		<p>To examine the work of Vincent Gogh via the story Camille and the Sunflowers. Express an opinion on the work and say how it makes them feel.</p> <p>To use paint to create their own responses to the sunflower paintings.</p> <p>To use primary colours to create their own colour pallets and explore what happens when they are combined.</p> <p>To explore what happens if you add black or white to the colours. Record in sketch books</p> <p>To explore how to create different brushstrokes and effects.</p> <p>To examine the painting "Starry Night" and contrast this with the sunflowers. Express which they like best. Look at the colours they use.</p> <p>To use paint and mixed media to create their own starry nights, using some techniques they have learnt with more independence.</p> <p>To explore the language of painting – colour names, primary colours, tint, shade, warm colours, cool colours, brushstrokes,</p>	
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					dab, bold, thick, and thin.	
	<p>To explore their senses with an adult and show some interest and intention to create marks.</p> <p>To see, feel, touch and smell materials.</p> <p>To respond to creating a paper file by joining in with cutting, sticking and places paper on the file.</p> <p>To watch the adult scrunching up tinfoil and join in.</p> <p>To use pupil voice to respond to Giacometti.</p>		<p>To feel and touch materials.</p> <p>To watch an adult tear, rip, stick and cut and join in at times.</p> <p>To make collections of materials that interest them and choose some for their sketchbooks.</p> <p>To choose materials to collage their piece of work.</p>	<p>To look at Lowry's paintings and use a communication board to express their opinion.</p> <p>To participate in mark making in response to Lowry.</p>	<p>To look at sunflowers closely and use paint to make marks to represent what they see,</p> <p>To explore sunflowers and Van Gogh's painting using sensory materials.</p> <p>To participate in sensory exploration both of sunflowers and stary night and show curiosity.</p> <p>To use pupil voice to express an opinion about the activity.</p>	
<b>Year 4 Topics</b>	<b>Home is where the heart is</b> <b>Printing</b>	<b>Money money money</b>	<b>There is a volcano in my tummy</b> <b>Textiles</b>	<b>Risky Business</b> <b>Extra artist study</b> <b>Aboriginal art</b>	<b>Staying Alive</b> <b>Drawing</b>	<b>Read all About It</b>
<b>Pinterest Board - <a href="https://www.pinterest.co.uk/yvonneheywood/art-scheme-of-work-year-4/">https://www.pinterest.co.uk/yvonneheywood/art-scheme-of-work-year-4/</a></b>						
<b>Computing links/ Resources</b>	<p>Create a portrait of themselves and their friends – use photobooth to create effects. Go hands free and learn to use the timer.</p>		<p>Use iPad to create emotion emoji's</p> 	 <p><b>Colours of Australia</b></p>	<p>Use Ipad to create lines and patterns</p> 	<p><b>Use iPad to make a documentary about the Titanic – add graphics, text, clips, sound</b></p> 
<b>Year 4</b>	<p>To print using a variety of techniques including layering.</p> <p>To talk about the processes involved in creating prints and know the names of the methods.</p> <p>To record their inspirations from nature in their sketchbooks, annotating and explaining methods</p>		<p>Begin to develop the technique of weaving and use this to independently explore weaving using different materials.</p> <p>Explore the work of Sheila Hicks and begin to explore the colours and textures she uses. Can they say what it looks like or makes them feel?</p>	<p>To compare the work of different aboriginal artists.</p> <p>To use their sketch books to explore aboriginal art – annotate to show themes, colours and materials used.</p> <p>To use this research to begin to recreate their own piece carefully</p>	<p>To use their sketchbooks to creatively explore the use of different media to create different marks and effects – look at shading and tone.</p> <p>To explore the use of line shape and colour.</p> <p>Layer different media e.g charcoal, ball</p>	

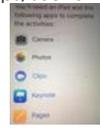
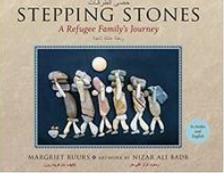
	<p>of working with some adult guidance and support.</p> <p>To decide on the materials and method they are going to use to use to create their work</p> <p>To design a print and use this to create an increasingly intricate pattern repeating pattern.</p> <p>To study the patterns in animals or different habitats and use this research to create a print design that represents this – choose their materials, colours and methods.</p> <p>To adapt their work as they go along and say how they can develop it further.</p> <p>To evaluate their work with adult support</p>		<p>To create a wall hanging textile thinking what materials, colours, textures and shapes they would like to use.</p> <p>To develop their ideas over the weeks deciding on ways they can improve and develop.</p> <p>To begin to become more independent when sewing, cutting, weaving and gluing.</p> <p>To understand the language of weaving weave, under, over, fabric, colour names, thick, thin , thread, and texture.</p>	<p>choosing a theme and the colours used.</p> <p>To use the poetry in colours of Australia to create a piece of work</p>	<p>point, pastels and felt tips.</p> <p>To draw for a sustained period of time from real objects.</p> <p>To experiment with visual elements such as line shape pattern and colour.</p> <p>To ask and answer questions about their work and the processes that they have used.</p>	
	<p>To use their sketchbook to explore different types of printing methods – mono print, rubbings, relief, block, relief, sun printing and resist.</p> <p>To begin to build up a repeating pattern and recognise pattern in the environment.</p> <p>To use the local environment for inspiration – make rubbings and collect interesting objects that they can print with.</p> <p>To begin to layer colour on their pieces of work.</p> <p>To look at the patterning in animals and their</p>		<p>To find examples of weaving and Look closely at the fabrics in clothes or other materials.</p> <p>To use different types of paper to create simple weavings.</p> <p>To explore ways of weaving with other materials choosing colours and developing their skills of going under and over</p> <p>To look at the work of Sheila Hicks and explore how she uses different materials to create her pieces.</p>	<p>To investigate aboriginal art and begin to find patterns, shapes, colours and repeating themes within their work.</p> <p>To use the poetry of Bronwyn Bancroft in "The Colours of Australia" to explore art and to inspire them. Look at the shapes and colours of the illustrations.</p> <p>To use their research to choose a subject – given a choice from the adult and create their own dot painting.</p>	<p>To explore mark making using different media – pens/ felt tips/ different hardness/ softness of pencils.</p> <p>To begin to have their own ideas of the different marks that they make.</p> <p>To choose which explorations to put in their sketchbooks and make comments about how they have created the marks.</p> <p>To observe details in plants and explore how we need to look closely in order to draw accurately.</p>	

	<p>habitat environments attempt to recreate this in print form.</p> <p>To begin to make some decisions with adult support as to what colours they could use to create their prints.</p>		<p>To explore textiles and different materials to create hangings/ textile projects developing techniques such as sewing, cutting, gluing and weaving with some teacher support.</p> <p>To develop their hangings over a number of weeks and add to their hangings, making alterations and choosing materials and colours carefully from a choice.</p> <p>To use communication boards to evaluate their hanging.</p> <p>To begin to develop the language of weaving - weave, under, over, fabric, colour names, thick, thin, thread, and texture.</p>		<p>To use what they have learnt about mark making to make observational studies of plants.</p> <p>To explore the work of Arcimboldi and use pupil voice to express an opinion / feeling about his pictures.</p> <p>To be inspired to create their own fruit/ food portraits exploring different methods and materials.</p>	
	<p>To enjoy and participate in print making.</p> <p>To hold art tools such as rollers to create prints and rubbings with adult support.</p> <p>To explore their environment and collect objects of interest that they can use to print with.</p> <p>To explore colours and different materials when working.</p> <p>To show interest when a print is created.</p>		<p>To watch an adult participate in weaving.</p> <p>To explore the textures of materials and choose some of their favourites to create simple weavings.</p> <p>To help the adult to go under and over.</p> <p>To use scissors to snip along a line.</p> <p>To use glue to stick things together.</p>	<p>To show some interest when looking at aboriginal arts.</p> <p>To use communication boards to find animals and colours within the art work.</p> <p>To enjoy the process of creating dots and making marks.</p>	<p>To show curiosity when making marks and using colour.</p> <p>To respond to stimuli and artistic experiences.</p> <p>To actively participate in mark making.</p> <p>To look fleetingly at plants and respond by touching and smelling them.</p> <p>To participate in creating their own</p>	

			To thread beads on string with some help.  To create a textile piece with adult support and make some choices regarding colours and materials.		food portraits and drawings.  To say whether they like/ don't like Arcimboldi paintings.	
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<b>Year 5 topics</b>	<b>Anglo Saxons</b> <b>3D</b>	<b>Light</b> <b>Drawing/</b> <b>painting</b>	<b>Ready Steady</b>	<b>Time Travellers</b>	<b>Branching Out</b> <b>multimedia</b>	<b>Opposites Attract</b>
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**Pinterest Board:** <https://www.pinterest.co.uk/yvonneheywood/year-5-art-scheme-of-work/>

<b>Computing links and Resources</b>	Take a photo walk in their environment – learn to tweak edit and adjust their photographs. 	 <b>The pencil play book</b> <b>The noisy paint box</b>	<b>Extra Artist Study</b> <b>Cezanne</b> Use IPad to create still life from the photos they take. 	Use IPad to make a presentation about rocks/fossils – add graphics, text, clips, sound 	 <b>Stepping stones</b>	
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<b>Year 5</b>	<p>To use their sketchbooks to explore Anglo-Saxon patterns – annotating and developing their ideas</p> <p>To use their sketchbook research to design and create an Anglo-Saxon broach talking about their starting point and how they are going to develop their ideas. .</p> <p>To join clay successfully and work independently.</p> <p>To describe and talk about the different methods of creating pots and evaluate them.</p>	<p>To make informed choices when experimenting with different media.</p> <p>To collect images and information for their sketchbooks.</p> <p>To draw some things from memory.</p> <p>To use specific language of colour – tone, tint, shade hue.</p> <p>To know what a primary and secondary colour is.</p> <p>To make and match colours.</p> <p>To adapt their work according to their views,</p>	<p>To explore the still life paintings of Cezanne, find about him and create a sketchbook page.</p> <p>To work confidently to create still life pictures using a variety of media.</p> <p>To mix colours and know which primary colours make secondary colours.</p> <p>To explore the range and purpose of artists.</p>		<p>To select and record cave paintings, recognise patterns, colours and begin to have opinions about meaning.</p> <p>To use their sketchbooks to record findings and gather inspiration to design create their own cave painting.</p> <p>To use different media independently to create cave paintings,.</p> <p>To begin to refine their work.</p> <p>To explore the artist Nizar Ali Badr and the words in the journal and create an emotional response,</p>	
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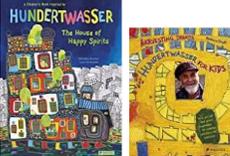
		<p>Know the starting point for their work and adapt ideas as they go along.</p>			<p>what does the artist intend?</p> <p>To use their experiences to design create a journal and stone art piece.</p> <p>To examine their starting point – what emotion do they want to evoke in their piece of art?</p> <p>To know when their piece is finished and evaluate if they have achieved the desired effect.</p>	
	<p>To explore simple Anglo Saxon patterns in their sketchbooks – swirls, dots, colours.</p> <p>To examine some simple Anglo Saxon jewellery and recognise patterns within them.</p> <p>To use their ideas from their sketchbooks to design, draw and then create their own Anglo Saxon brooch.</p> <p>To explore how to use clay to create different styles of pots – pinch, thumb and coil methods.</p> <p>To join clay and begin to work with more independence.</p> <p>To construct a simple clay base for extending and modelling shapes.</p> <p>To record and explore their ideas in their sketchbooks.</p>	<p>To experiment in their sketchbooks with different grades of pencil and other implements to create different marks. ( The book pencil play can help inspire)</p> <p>To use the forest and nature to inspire their drawings</p> <p>To draw for a sustained period.</p> <p>To plan, alter and refine their drawings.</p> <p>To examine the work of Kandinsky (trees), exploring the way that colour, shape and light are used.</p> <p>To create their own tree silhouettes inspired by their drawings of trees.</p> <p>To use colour and shape like Kandinsky</p>	<p>To explore Cezanne's still life paintings – subject matter, colours, and techniques.</p> <p>To create own still life paintings using paint, pencil and digital photography.</p> <p>To mix a range of secondary colours, shades and tones.</p> <p>To experiment with tools and techniques including layering and mixing media.</p>		<p>To explore cave paintings, look at colours, what they may mean and animals.</p> <p>To use different media and tools to create their own cave paintings – pastel, paint, hands, printing, large brushes, different types of papers etc</p> <p>To layer different media to create effects.</p> <p>To explore the work of Nizar Ali Badr and understand that he uses stones and pebbles to create works of art chronicling the journeys of Syrian refugees.</p> <p>To create journal entries and use pebbles and stones to illustrate.</p>	

	<p>To compare the different methods of pot making and say what they think about them.</p>	<p>to embellish their silhouettes.</p> <p>To mix colours to create different tones and shades. Use scissors, brushes and pencils with increasing independence and control.</p> <p>To select and record from first hand observation.</p> <p>To select ideas to use for their work.</p> <p>To say what they feel about their work and that of others.</p> <p>To annotate work in their sketchbook.</p> <p>To know when their piece of work is finished.</p>			<p>To record and explore their ideas.</p> <p>To explore differences and similarities.</p>	
	<p>To explore Anglo- Saxon patterns using different sensory methods – shaving foam, sand, and paint and using large mark making equipment.</p> <p>To work with an adult to create a brooch – decide using communication boards what colours to use. Choose embellishments that interest them to stick on.</p> <p>To apply glue and know this is needed in order to stick down an object.</p> <p>To enjoy the sensation of rolling, patting and pinching clay.</p>	<p>To explore different types of mark making using large and small equipment.</p> <p>To explore making marks in different sensory ways,</p> <p>To create with an adult made tree silhouette a colour wash background choosing their favourite colours.</p> <p>To use the iPad to capture pictures of nature and choose their favourites to put in their sketchbooks.</p>	<p>To physically explore objects and manipulate those that interest them</p> <p>To use the iPad to create images of fruit like Cezanne painted.</p> <p>To enjoy the sensory exploration of the fruit – using it to print with, look closely at and to taste.</p>		<p>To use different tools and media to explore cave painting using their senses.</p> <p>To find ways of making marks that make them curious and that they repeatedly explore.</p> <p>To enjoy the creative process and willingly have a go.</p> <p>To actively participate in creative activities.</p> <p>To work with an adult to explore stones, put them together in ways that interest them, stack them, arrange them and find ones that interest them.</p>	

	To impress objects into clay to create effects and show interest in what marks they have made,	To enjoy the process of making marks and painting.  To use pupil voice to say if they like/ not like Kadinsky's work.  To explore mixing colours together in tuff spots and trays.			To use pupil voice to express their opinions.	
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Year 6 topics	<b>Guess Who?</b>	<b>Globe Trotters</b>	<b>Eco-Heroes</b> <b>Mixed media</b>	<b>Food For Thought</b> <b>Extra Artist Study</b> <b>Banksy</b>	<b>Back to the Future</b>	<b>Teamwork/ funk and Groove</b> <b>Mosaics</b>
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**Pinterest Board:** <https://www.pinterest.co.uk/yvonneheywood/art-scheme-of-work-year-6/>

	 <b>The dot</b>			Use iPad to create a create an information sheet about Banksy. 	Use stop go motion app to create little films.	Use iPad to make a film trailer about their life at Ladywood. <b>You will need iMovie, Keynote, clips, Apple pencil, camera, photos.</b>
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<b>Year 6</b>	<p>To choose paints and implements appropriately to develop techniques and experiment to create their own dots.</p> <p>To begin to use more specific colour language – tint, tone, hue, shade.</p> <p>To plan and create different effects and textures.</p> <p>To choose materials.</p> <p>To refine and develop their work.</p> <p>To use tools and media with some independence.</p>		<p>To make collections of Hundertwassers work in their sketchbooks, annotate showing colour , meanings and effects used.</p> <p>To explore multi-media techniques to recreate his lollipop flowers – make decisions independently on materials and colours to use,</p> <p>To begin to work collaboratively sharing ideas and listening to other people's ideas.</p> <p>To design and plan their work.</p>	<p>To use their sketch books to annotate and explore the work of Banksy.</p> <p>To se their ideas to creatively explore his work using digital photography.</p> <p>To express intent to create and develop ideas.</p> <p>To design and help make stencils to create their own street art.</p>		<p>To experiment with a range of materials and media.</p> <p>To question and make thoughtful comparisons about their work and that of others.</p> <p>To investigate, and compare the work of artists.</p> <p>To practise skills and techniques to improve.</p> <p>To use tools and techniques independently.</p>
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			To work more independently and use their imagination to create pieces.			
	<p>To listen to the story "the Dot" and examine the meaning.</p> <p>To use mixed media and a variety of techniques to decorate and create their own dots.</p> <p>To use their sketchbooks to explore different designs and experiment with technique.</p> <p>Use fabric/ weaving/ sewing/ threading to create fabric "dots".</p> <p>Use tools and materials with increasing independence and control.</p> <p>Create a "dot "exhibition – can the school "Guess who" the artists are?</p>		<p>To explore the work of Hundertwasser and think about the environmental meaning behind his work.</p> <p>To express opinions about his work – look at colours and effects he used.</p> <p>To create individual and collaborative pieces based around his work.</p> <p>To explore colour – mixing, changing tones, creating effects.</p> <p>To use mixed media and layering effects.</p> <p>To use recycled materials to create outdoor works of art how can we creatively recycle and reuse?</p>	<p>To look at the work of Banksy and explore techniques.</p> <p>To explore meanings behind his work, express opinions and say how it makes them feel.</p> <p>To use digital photography to recreate some of his work.</p> <p>To use stencils and mixed media to create their own Banksy street art.</p>		<p>To examine and explore Greek mosaics, their motifs and colours.</p> <p>To use what they find out to design and create their own mosaic art based on an ancient Greek legend.</p> <p>To compare Greek mosaics to the work of street artist "Invader" who also uses the mosaic technique.</p> <p>To look through their sketchbooks at their work on Banksy – how do Invader and Banksy compare?</p> <p>To design and create their own Invader street art – display round school. What space can they invade?</p>
	<p>To enjoy the sensory exploration of different media to create their own dots using pre-cut circles of different sizes.</p> <p>To work on a large scale using large tools.</p> <p>To choose materials and colours that interest them.</p> <p>To join in with new experiences and participate in creative experiences.</p>		<p>To actively participate and show interest in creative activities.</p> <p>To work with an adult to create pieces of work based on Hundertwasser.</p> <p>To create models using recycled materials, stacking, gluing, sticking, cutting and painting.</p> <p>To explore colours by mixing and sorting.</p>	<p>To explore using different media and methods to create stencil art – paint, spraying, pastels, dabbing and swiping.</p> <p>To enjoy working creatively.</p> <p>To participate in creative activities.</p> <p>To use their senses to explore different media.</p>		<p>To use scissors with help to cut pieces for their mosaic and stick them on paper to create an effect.</p> <p>To use small pieces/ fabric/ lightbox to explore mosaic – match and find pieces that interest them.</p> <p>To show curiosity in colours and mosaic pieces.</p> <p>To actively participate and show interest in creative activities,</p>

	<p>To use pupil voice to evaluate their experiences.</p>		<p>To enjoy the experience of exploring materials using their senses.</p> <p>To use simple tools with adult help.</p>			
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