

Owls	Create sketching collection	Improve mastery of Art and Design Techniques	Learn about and take inspiration from notable Artists/architects/designers.
Stone Age, Iron Age, Bronze Age Weaving	<p><u>Cover these objectives over the year repeating as necessary. Use their sketch book when appropriate and to record progression</u></p> <p>Children create a sketch collection in books/folders to record their observations and use them to review and revisit ideas.</p> <p>Sketch collection of observational drawings and ideas using line, tone, texture, and shading.</p> <p>Draw accurately from observation</p> <p>Draw from imagination and memory.</p> <p>Draw lines of different sizes and thicknesses.</p> <p>Colour neatly following the lines.</p> <p>Experiment with grip to assist drawing styles.</p>	<p>Colour fabric and create own weaving.</p> <p>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketch-book</p> <p>Identify what they might change in their current work or develop in their future work.</p>	<p>Look at various different weaving styles</p>
Africa and Ancient Egypt Collage	<p>As Above but related to the topic</p>	<p>Collage and sculpture —select and arrange materials and for a striking effect when creating collage and sculpture.</p> <p>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketch-book</p> <p>Identify what they might change in their current work or develop in their future work.</p>	<p>Gakonga African Artist</p> <p>Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Look at and talk about the work of artists.</p>
Mountains and Coasts 2D Painting	<p>As above but related to the topic</p>	<p>2D painting—master painting techniques through the creation of shape, texture, pattern and lines using thick and thin brushes. Mix colours effectively.</p> <p>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketch-book</p> <p>Identify what they might change in their current work or develop in their future work.</p>	<p>Hokausi—Mountain Landscapes</p> <p>Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Look at and talk about the work of artists.</p>

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<p>Ancient Greece Printing</p>	<p>Children create a sketch collection in books/folders to record their observations and use them to review and revisit ideas.</p> <p>Sketch collection of observational and imagined drawings and ideas using line, tone, texture, shading, hatching and cross-hatching.</p> <p>Work with a range of different materials for drawing including pen and ink.</p> <p>Use a view finder to select an area of a subject for drawing.</p> <p><u>Cover these objectives over the year repeating as necessary. Use</u></p>	<p>Printing—Mastered printing techniques of using layers of colour and repeating patterns.</p> <p>Learn how to use polystyrene to print.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>	<p>Look back on William Morris which they have touched upon in Y2.</p>
<p>The Romans Sculpture/pottery</p>	<p>Children create a sketch collection in books/folders to record their observations and use them to review and revisit ideas.</p> <p>Sketch collection of observational and imagined drawings and ideas using line, tone, texture, shading, hatching and cross-hatching.</p> <p>Work with a range of different materials for drawing including pen and ink.</p> <p>Use a view finder to select an area of a subject for drawing.</p>	<p>3D</p> <p>Select and arrange 3D materials to convey feelings, expression and movement when creating collage and sculpture.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>	<p>Create original pieces that are influenced by the studies of notable artists, artisans and designers.</p> <p>Look at and talk about the work of artists who use different mediums and identify what techniques may have been used.</p> <p>Da Vinci—drawing artefacts</p>
<p>Liverpool Digital Artwork</p>	<p>Children create a sketch collection in books/folders to record their observations and use them to review and revisit ideas.</p> <p>Sketch collection of observational and imagined drawings and ideas using line, tone, texture, shading, hatching and cross-hatching.</p> <p>Work with a range of different materials for drawing including pen and ink.</p> <p>Use a view finder to select an area of a subject for drawing.</p>	<p>ICT</p> <p>Use ICT art software to make art works by cropping, cutting and pasting their own images.</p> <p>Make digital artworks that respond to or extend work in other areas of the curriculum.</p> <p>Collect images from internet to use as inspiration and store in a folder.</p> <p>Create images, video and sound recordings and explain why they were created.</p>	<p>Create original pieces that are influenced by the studies of notable artists, artisans and designers.</p> <p>Look at and talk about the work of artists who use different mediums and identify what techniques may have been used.</p> <p>Oscar Gregeborn</p>

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<p>Anglo Saxons and Vikings</p> <p>Jewellery</p>	<p><u>Cover these objectives over the year repeating as necessary. Use their sketch book when appropriate and to record progression</u></p> <p>Children create a sketch collection in books/folders to record their observations and use them to review and revisit ideas.</p> <p>Sketch collection of observational drawings and ideas variety of techniques including reflections, shadow, direction of sunlight, movement and perspective.</p> <p>Use drawing confidently in a variety of styles as appropriate to task.</p> <p>Draw accurately from observation – using and talking about their use of tone, pattern and texture, line and shape.</p> <p>Draw from imagination and memory to design and illustrate.</p> <p>Developing accuracy and expression in their drawings including the human figure.</p>	<p>3D: Create textures to combine visual and tactile qualities and create real-life or abstract proportions when creating collage and sculpture.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views Describe how they might develop it further.</p>	<p>Show and explain the influence of notable artists, artisans and designers within their work.</p> <p>Look at and talk critically about and get inspiration from the work of artists using a variety of approaches to all aspects of art.</p> <p>Rennie Mackintosh</p> <p>Compare final pieces to artist</p>
<p>South America</p> <p>South American Street Art</p>	<p>As Above</p>	<p>2D: Create painting through the use of a colour palette and combine colours to create colours, tones and tints to enhance mood.</p> <p>Create paintings by combining colours, tones and tints to enhance the mood of a piece.</p>	<p>Stinkfish https://www.widewalls.ch/10-south-american-urban-artists/stinkfish/</p> <p>Show and explain the influence of notable artists, artisans and designers within their work.</p> <p>Look at and talk critically about and get inspiration from the work of artists using a variety of approaches to all aspects of art.</p>
<p>North America—</p> <p>Volcanos and Earthquakes</p> <p>Silk Painting—e.g create a silk painting of a volcano erupting</p>	<p>AS Above</p>	<p>Textile: Silk painting: - Mastered techniques of building up layers of colours and shape.</p> <p>Use fabric printing techniques and explore using dyes</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views Describe how they might develop it further.</p>	<p>Look at the https://www.batikguild.org.uk/artists and study one or more of the artists.</p> <p>Show and explain the influence of notable artists, artisans and designers within their work.</p> <p>Look at and talk critically about and get inspiration from the work of artists using a variety of approaches to all aspects of art. Compare final pieces to artist</p>

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<p>Central America and the Maya</p> <p>2D PORTRAIT PAINTING</p>	<p>Children create a sketch collection in books/folders to record their observations and use them to review and revisit ideas.</p> <p>Sketch collection of observational drawings showing appropriate and effective technique choices that include reflections, shadow, direction of sunlight, movement and perspective.</p> <p>Show confidence in using a variety of drawing mediums including ink and pen.</p> <p>Choose and combine different drawing materials as appropriate to task and purpose.</p> <p>Accurately able to express ideas in drawings.</p> <p>Able to talk about their own style of preferred style of drawing and make comparisons with that of other pupils.</p> <p><u>Cover these objectives over the year repeating as necessary. Use their sketch book when appropriate and to record progression</u></p>	<p>2D: Create paintings by choose and combine colours, tones and tints to enhance the mood of a piece.</p>	<p>Create original pieces that show a range of influences and styles from notable artists, artisans and designers.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p><u>Frieda Kahlo</u></p>
<p>WAR</p> <p>Sculpture</p>	<p>As above</p>	<p>3D: Make effective and exciting choices when creating textures to combine visual and tactile qualities and create real-life or abstract proportions when creating collage and sculpture.</p>	<p>Henry Moore</p> <p>Create original pieces that show a range of influences and styles from notable artists, artisans and designers.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p>
<p>Rivers</p> <p>Mixed Media</p>	<p>As above</p>	<p>Collage and mixed media —select and arrange materials and for a striking effect when creating collage.</p>	<p>Kellie Day</p> <p>Create original pieces that show a range of influences and styles from notable artists, artisans and designers.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p>