

At Peel Hall Primary School in line with the National Curriculum for art and design we aim to ensure that all pupils by the end of year 6:

- produce creative work, exploring their ideas and recording their experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- evaluate and analyse creative works using the language of art, craft and design;
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### **Intent**

Our art curriculum at Peel Hall has been developed to ensure our children have the opportunity to be curious, ask questions and become inspired to find out more about the diverse world we live in. We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the National Curriculum. We want our children to know about some of the great male and female artists and designers and their differing cultures and histories. We see art and design as a means to support learning in a range of ways. The skills that are developed in these subjects can be transferred across the curriculum and thus aid learning.

The intent is to ensure all pupils produce creative, imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as others elected craft skills, e.g. collage, printing, weaving and patterns.

Children will also develop:

- their knowledge of famous artists, designers and craft makers;
- their interest and curiosity about art and design through a series of lessons offering skills progression / knowledge progression □ offer children the opportunity to ask questions and demonstrate their skills in a variety of ways.

By looking at and studying the techniques and processes of famous artists through history they will be able to describe differences and similarities as well as expressing likes and dislikes and personal preferences which are reflected in their own work. Lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development.

## **Implementation**

In Early years, Art and Design plays a very important role in their development. Children are taught to represent their own ideas, thoughts and feelings through design and technology, art, music and dance. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Teachers plan for both focused and independent art activities and ensure all children have the opportunity to express themselves creatively and use their imaginations through exploration and play. In Key Stage 1 and 2 each unit of work comes with an overview, an end of unit assessment ideas and additional resources to give the teacher and adults leading art confidence in progression of skills and knowledge and that outcomes have been met. Each key stage focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. The lessons we have suggested 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. Children, we believe, should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. We have outlined a specific series of lessons for each year group, which will offer structure and narrative. They are by no means to be used exclusively, but can be used to support planning. The skills that are developed in these subjects can be transferred across the curriculum and thus aid learning.

## **Impact**

All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. Children can speak confidently about their art work and their art skills.

Assessment - pupil Voice, sketch books & school displays			
Art at a glance map	Unit 1 Drawing, Painting, Collage	Unit 2 Media and Materials	Unit 3 3D and Sculpture
Year 1	Colour line tone progression strand 1 <b>Colour Mixing</b> Artist – Mondrian / Kandinsky / Jackson Pollock Theme – seasonal changes	Colour line tone progression strand 2 <b>Printing</b> Artist –Guiseppe Arcimboldo /Matisse/ Rosa (naturalistic animals) – Theme – Plants, vegetables & fruit	Colour line tone progression strand 3 <b>3D Junk Modeling</b> Artist - LS Lowry Theme – Salford places & people of the past
Year 2	Colour line tone progression strand 4 <b>Mixing water colours</b> Artist - Claude Monet / Georgia O’Keefe Theme – plants/flowers	Colour line tone progression strand 5 <b>Sewing skills on textiles</b> Artist –Van Gogh/ Quilt designer - Harriet Powers Theme – Africa	Colour line tone progression strand 6 <b>3D natural sculptures</b> Artist - Andy Goldsworthy Theme – found natural materials/ shells/ pebbles etc
Year 3	Colour line tone progression strand 7 <b>Pencil and charcoal drawing skills</b> Artist - Edgar Degas (ballet figures) Theme – Stone-Age (cave paintings)	Colour line tone progression strand 8 <b>Weaving and dyeing</b> Artist - Katsushika Hokusai Theme – volcanoes / Egyptians	Colour line tone progression strand 9 <b>3D clay modeling</b> Artist - Barbara Hepworth Theme - Greeks
Year 4	Colour line tone progression strand 10 <b>Mixed media collage</b> Artist - Pablo Picasso/ Frida Kahlo (Surrealism) Theme – Romans (mosaics)	Colour line tone progression strand 11 <b>Resist techniques</b> Artist - Caravaggio Theme – Anglo Saxons (decorations)	Colour line tone progression strand 12 <b>3D jewelry</b> Textile Artists – Bayeux Tapestry (women) Theme – Vikings / artefacts
Year 5	Colour line tone progression strand 13 <b>Mixed media</b> Artist - Paul Klee (city scapes) Esher (tessellations) Theme – Local landmarks/features	Colour line tone progression strand 14 <b>Digital art/photography</b> Artist – Photographer Lee Miller (female) – portraits Theme - Rivers	Colour line tone progression strand 15 <b>3D papier-mâché modeling</b> Artist - William Morris Theme – Victorians / design/ wall-paper
Year 6	Colour line tone progression strand 16 <b>Scaling, enlargement &amp; distortion</b> Artist - Andy Warhol (Pop Art) Theme – WW2	Colour line tone progression strand 17 <b>Sculpture work using wire</b> Architect - Norman Foster/ZahaHadid (female) Theme – 3D Shape models / plant parts	Colour line tone progression strand 18 <b>3D modroc</b> Artist – E Canul Theme – Mayans / masks

Assessment – Pupil Voice / Sketch Books / Displays / Classroom Blogs

Year Group	Key Stage	Unit 1 – Autumn Term Drawing, Paint & Collage	Unit 2 – Spring Term Media and Materials	Unit 3 – Summer Term 3D and Sculpture
1	1	<p><b>Themes:</b> Seasonal Changes, Changes Within Living Memory &amp; Where do I live.</p> <p><b>Artist – Mondrian / Kandinsky/ Jackson Pollock</b> Children can:</p> <ul style="list-style-type: none"> <li>describe the work of famous, notable artists and designer;</li> <li>express an opinion on the work of famous notable artists;</li> <li>use inspiration from famous notable artists to create their own work and compare;</li> <li>use key vocabulary to demonstrate knowledge and understanding from the strand of work.</li> </ul> <p><b>Colour Mixing</b></p> <p><b>Colour line tone progression strand</b></p> <ul style="list-style-type: none"> <li>Can they understand that all colours are made from mixing the primary colours?</li> <li>Can they mix secondary colours from two primary colours?</li> <li>Can they understand where Primary and secondary colours are on the colour wheel?</li> <li>Can they understand how their artists used colour?</li> </ul> <p>Experimenting with different brushes, sponges, and tools varying the brush strokes</p> <p><b>D &amp; T Focus - Textiles</b></p>	<p><b>Themes:</b> Plants, Events Beyond Living Memory &amp; Hot and Cold Places</p> <p><b>Artist –Guiseppe Arcimboldo/Matisse/ Rosa Bonheur</b> Children can:</p> <p><b>(naturalistic animals) -</b> Children can:</p> <ul style="list-style-type: none"> <li>describe the work of famous, notable artists and designer;</li> <li>express an opinion on the work of famous notable artists;</li> <li>use inspiration from famous notable artists to create their own work and compare;</li> <li>use key vocabulary to demonstrate knowledge and understanding from the strand of work.</li> </ul> <p><b>Printing (vegetable/ sponges)</b></p> <ul style="list-style-type: none"> <li>Can they make marks in print using different objects and basic tools and use these to make repeating patterns? Rolling, pressing, stamping, rubbing etc <b>Colour line tone progression strand</b></li> <li>Can they develop colour, line vocabulary (varying thickness, straight, curved, wiggly, jagged, spiky etc) using different materials – pastels, chalk, felt-tips?</li> <li>Are they aware of how their artists used colour and line?</li> </ul> <p><b>D &amp; T Focus – Food</b></p>	<p><b>Themes:</b> Significant people, places in the locality (Salford)&amp; Animals and Humans</p> <p><b>Artist - LS Lowry</b> Children can:</p> <ul style="list-style-type: none"> <li>describe the work of famous, notable artists and designer;</li> <li>express an opinion on the work of famous notable artists;</li> <li>use inspiration from famous notable artists to create their own work and compare;</li> <li>use key vocabulary to demonstrate knowledge and understanding from the strand of work.</li> </ul> <p><b>3D Junk Modelling - 3D houses inspired by Lowry</b></p> <ul style="list-style-type: none"> <li>Can they try out different materials to design and make products?</li> <li>Can they say what they like about other people’s artwork?</li> </ul> <p><b>Colour line tone progression strand</b></p> <ul style="list-style-type: none"> <li>Do they know that lines can convey different textures?</li> <li>Do they know the effects made by smudging and blending?</li> </ul> <p><b>D &amp; T Focus – Mechanisms</b></p>

Year Group	Key Stage	Unit 1 – Autumn Term Drawing, Paint & Collage	Unit 2 – Spring Term Media and Materials	Unit 3 – Summer Term 3D and Sculpture
2	1	<p><b>Themes: Continents &amp; Oceans, Air transport evolution.</b></p> <p><b>Artist - Claude Monet(Impressionists) Georgia O’Keefe</b> Children can:</p> <ul style="list-style-type: none"> <li>describe the work of famous, notable artists and designer;</li> <li>express an opinion on the work of famous notable artists;</li> <li>use inspiration from famous notable artists to create their own work and compare;</li> <li>use key vocabulary to demonstrate knowledge and understanding from the strand of work.</li> </ul> <p><b>Mixing Water Colours</b></p> <ul style="list-style-type: none"> <li>Can they choose the right materials to use for their artwork and use them well?</li> <li>Can they give reasons for opinions when they look at art work?</li> </ul> <p><b>Colour line tone progression strand</b></p> <ul style="list-style-type: none"> <li>Do they know that Tertiary colours are produced by mixing a primary colour with one of its secondary colours?</li> <li>Do they know that there are many hues (pure colour, no black or white added)?</li> </ul> <p><b>D &amp; T Focus – Food</b></p>	<p><b>Themes: Africa &amp; Great Fire of London</b></p> <p><b>Artist –Van Gogh/ Quilt designer - Harriet Powers</b> Children can:</p> <ul style="list-style-type: none"> <li>describe the work of famous, notable artists and designer;</li> <li>express an opinion on the work of famous notable artists;</li> <li>use inspiration from famous notable artists to create their own work and compare;</li> <li>use key vocabulary to demonstrate knowledge and understanding from the strand of work.</li> </ul> <p><b>Sewing Skills on Textiles</b></p> <ul style="list-style-type: none"> <li>Can they experiment with basic tools on rigid and flexible materials?</li> <li>Can they develop techniques to join fabrics and apply decorations such as a running or over stitch?</li> </ul> <p><b>Colour line tone progression strand</b></p> <ul style="list-style-type: none"> <li>Do they know <b>tints</b> (colour to which white has been added) <b>tones</b> (colour to which black has been added) of one colour?</li> <li>Do they understand where Primary, Secondary and Tertiary colours are positioned on the colour wheel?</li> </ul> <p><b>D &amp; T Focus - Structures</b></p>	<p><b>Themes: Seashore</b></p> <p><b>Artist - Andy Goldsworthy</b> Children can:</p> <ul style="list-style-type: none"> <li>describe the work of famous, notable artists and designer;</li> <li>express an opinion on the work of famous notable artists;</li> <li>use inspiration from famous notable artists to create their own work and compare;</li> <li>use key vocabulary to demonstrate knowledge and understanding from the strand of work.</li> </ul> <p><b>3D Natural Skills</b></p> <ul style="list-style-type: none"> <li>Can they use a sketchbook for recording my observations, for experimenting with techniques or planning ideas</li> <li>Can they choose the right materials to use for their artwork and use them well?</li> </ul> <p><b>Colour line tone progression strand</b></p> <ul style="list-style-type: none"> <li>Can they understand how their artists used colour, line and tone?</li> <li>Continue to extend vocabulary (dark, dismal, dull, gloomy, light, and bright).</li> </ul> <p><b>D &amp; T Focus - Mechanisms</b></p>
<b>KS1 Voc abulary</b>		Portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size space, primary colours, secondary colours, mix, mixing, colour wheel, straight, curved, wiggly, jagged, spiky, sweep, dab, wash, water colours, sculpture, statue, 3D, carving, fabric, weaving, sewing over, under etc.		

Year Group	Key Stage	Unit 1 – Autumn Term Drawing, Paint & Collage	Unit 2 – Spring Term Media and Materials	Unit 3 – Summer Term 3D and Sculpture
3	Lower Key Stage 2	<p><b>Themes: Where is the UK &amp; Spain in relation to other European Countries (including Russia), Stoneage Artefacts &amp; Volcanoes</b></p> <p><b>Artist - Edgar Degas (ballet figures)</b> Children can:</p> <ul style="list-style-type: none"> <li>use inspiration from famous artists to replicate a piece of art work;</li> <li>reflect upon their work inspired by a famous notable artist and the development of their art skills;</li> <li>express an opinion on the work of famous, notable artists and refer to techniques and effect;</li> <li>use key vocabulary to demonstrate knowledge and understanding in the strand.</li> </ul> <p><b>Pencil and charcoal drawing skills</b></p> <p>Obserational drawing/the human figure/ proportions&amp; shading.</p> <ul style="list-style-type: none"> <li>Can they use shading using different media?</li> <li>Can they experiment with different materials to create a range of effects and use these techniques in their finished work? <b>Colour line tone progression strand</b></li> <li>Are they aware of the different textures/ effects of colour (paint) on mood?</li> <li>Can they use a viewfinder to draw line detail?</li> <li>Can they use a viewfinder to compose pictures showing how near and far objects are?</li> <li>Can they draw objects from different viewpoints? <b>D &amp; T Focus – Food</b></li> </ul>	<p><b>Themes: Transport, London Landmarks, volcanoes&amp; Egyptians.</b></p> <p><b>Artist - Katsushika Hokusai</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>use inspiration from famous artists to replicate a piece of art work;</li> <li>reflect upon their work inspired by a famous notable artist and the development of their art skills;</li> <li>express an opinion on the work of famous, notable artists and refer to techniques and effect;</li> <li>use key vocabulary to demonstrate knowledge and understanding in the strand.</li> </ul> <p><b>Weaving and dyeing</b></p> <ul style="list-style-type: none"> <li>Choice of materials – select colours and materials to create effect, giving reasons for their choice;</li> <li>Refine work as they go to ensure precision;</li> <li>develop skills in stitching, cutting and joining;</li> <li>use a variety of techniques e.g. printing, dying, weaving, and stitching to create different textural effects;</li> <li>Can they use a sketchbook for recording observations, for experimenting with techniques or planning out ideas?</li> </ul> <p><b>Colour line tone progression strand</b></p> <ul style="list-style-type: none"> <li>Can they talk about and identify complementary colours, colour as warm and cold colours?</li> <li>Use varied brush techniques to create shapes, textures, patterns and lines.</li> <li>Do they know that all colours have a special position on the colour wheel?</li> <li>Can they say what they like or dislike about their work?</li> </ul> <p><b>D &amp; T Focus – Textiles</b></p>	<p><b>Themes: Seville &amp; Greeks</b></p> <p><b>Artist - Barbara Hepworth</b> Children can:</p> <ul style="list-style-type: none"> <li>use inspiration from famous artists to replicate a piece of art work;</li> <li>reflect upon their work inspired by a famous notable artist and the development of their art skills;</li> <li>express an opinion on the work of famous, notable artists and refer to techniques and effect;</li> <li>use key vocabulary to demonstrate knowledge and understanding in the strand.</li> </ul> <p><b>3D Clay Models</b></p> <ul style="list-style-type: none"> <li>Can they talk about some of the great artists and designers in history and describe their work?</li> <li>Use clay and practice joining techniques – coils, slabs and slips;</li> </ul> <p><b>Colour line tone progression strand</b></p> <ul style="list-style-type: none"> <li>Are they aware of how their artists used colour, line, tone and shape?</li> <li>Continue to extend vocabulary (dark, dismal, dull, gloomy, light, bright, pastel, vibrant, warm, cold, hot)</li> </ul> <p><b>D &amp; T Focus –Mechanisms</b></p>

	Unit 1 – Autumn Term Drawing, Paint & Collage	Unit 2 – Spring Term Media and Materials	Unit 3 – Summer Term 3D and Sculpture
4	<p><b>Themes: Romans</b>  <b>Artist - Pablo Picasso/ Frida Kahlo (Surrealism)</b> Children can:</p> <ul style="list-style-type: none"> <li>• use inspiration from famous artists to replicate a piece of art work;</li> <li>• reflect upon their work inspired by a famous notable artist and the development of their art skills;</li> <li>• express an opinion on the work of famous, notable artists and refer to techniques and effect;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in the strand.</li> </ul> <p><b>Mixed Media Collage</b>  Pencil techniques &amp; Mosaics</p> <ul style="list-style-type: none"> <li>• Can they use a sketchbook for collecting ideas and develop a plan for a completed piece of work?</li> <li>• Can they say how they would improve their work using technical terms and giving reasons?</li> </ul> <p><b>Colour line tone progression strand</b></p> <ul style="list-style-type: none"> <li>• Do they know that <b>complementary colours</b> are opposite each other on the colour wheel and when used together give striking results?</li> <li>• Do they know that each primary colour has a secondary colour which is its complementary colour and vice versa.</li> <li>• Do they know that <b>tertiary colours</b> also have complementary colours which are opposite on the wheel.</li> </ul> <p><b>D &amp; T Focus - Mechanisms</b></p>	<p><b>Themes: Anglo- Saxons</b>  <b>Artist - Caravaggio</b>  Children can:</p> <ul style="list-style-type: none"> <li>• use inspiration from famous artists to replicate a piece of art work;</li> <li>• reflect upon their work inspired by a famous notable artist and the development of their art skills;</li> <li>• express an opinion on the work of famous, notable artists and refer to techniques and effect;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in the strand.</li> </ul> <p><b>Resist Techniques</b>  Resist techniques Sgraffito/wax resist/ starch resist/batik on paper and fabric.</p> <ul style="list-style-type: none"> <li>• Can they describe some of the key ideas, techniques and working practices or artists and designers they have studied?</li> <li>• Can they experiment with creating mood, feeling, movement and areas of interest by choosing the right materials and using learnt techniques?</li> </ul> <p><b>Colour line tone progression strand</b></p> <ul style="list-style-type: none"> <li>• Can they scrape a line design through wax crayon etc (sgraffito)?</li> <li>• Are they aware of how their artists used colour, line, shape and tone?</li> <li>• Continue to extend colour, line, tone, vocab</li> </ul> <p><b>D &amp; T Focus – Electrical Systems</b></p>	<p><b>Themes: Vikings</b>  <b>Textile Artists – Bayeux Tapestry (women)</b> Children can:</p> <ul style="list-style-type: none"> <li>• use inspiration from famous artists to replicate a piece of art work;</li> <li>• reflect upon their work inspired by a famous notable artist and the development of their art skills;</li> <li>• express an opinion on the work of famous, notable artists and refer to techniques and effect;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in the strand.</li> </ul> <p><b>3D Jewelry</b>  Choice of technique and mixed media.</p> <ul style="list-style-type: none"> <li>• Cut, make, combine shapes to create recognizable forms;</li> <li>• Add materials to their designs to create detail;</li> <li>• Refine work as they go to ensure precision;</li> </ul> <ul style="list-style-type: none"> <li>• Can they use a sketchbook for collecting ideas and develop a plan for a completed piece of work?</li> <li>• Can they use skills they have been taught to adapt and improve their work?</li> </ul> <p><b>Colour line tone progression strand</b></p> <ul style="list-style-type: none"> <li>• Do they know how to use tone to show shadows and folds? <b>D &amp; T Focus – Food</b></li> </ul>

		Unit 1 – Autumn Term Drawing, Paint & Collage	Unit 2 – Spring Term Media and Materials	Unit 3 – Summer Term 3D and Sculpture
5	Upper 2	<p><b>Themes: Salford/ Canals/ Space Artist – Peter Thorpe (Space Art)</b> Children can:</p> <ul style="list-style-type: none"> <li>• give detailed observations about notable artists, artisans and designer`s work;</li> <li>• offer facts about notable artists, artisans and designer`s lives;</li> <li>• use key vocabulary to demonstrate knowledge and understand the strand.</li> </ul> <p><b>Mixed Media</b> Drawing techniques/Focus on choice of media/use of pre-painted backgrounds</p> <ul style="list-style-type: none"> <li>• Can they use a sketchbook for collecting ideas and developing a plan for a completed piece of work? Can they develop different ideas which can be used and explain my choices for the materials and techniques used?</li> <li>• Can they use line, tone and shading to represent things seen, remembered or imagined? Tessellations link</li> <li>• Can they add collage to a background already painted drawn or printed?</li> </ul> <p><b>Colour line tone progression strand</b> Are they aware of how the use of tone creates a 3d effect on 2d objects? Continue to extend vocabulary (dark, dismal, dull, gloomy, light, bright, pastel, warm, cold, vibrant, contrasting, blending, atmospheric, impression)</p> <ul style="list-style-type: none"> <li>• Create a colour palette demonstrating mixing techniques;</li> </ul> <p><b>D &amp; T Focus - Mechanisms</b></p>	<p><b>Themes: Rivers</b> <b>Artist – Photographer Lee Miller (female) - portraits</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• give detailed observations about notable artists, artisans and designer`s work;</li> <li>• offer facts about notable artists, artisans and designer`s lives;</li> <li>• use key vocabulary to demonstrate knowledge and understand the strand.</li> </ul> <p><b>Digital Art/ Photography</b> Use of IT Can they create a piece of art work which includes the integration of digital images they have taken?</p> <ul style="list-style-type: none"> <li>• Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning?</li> <li>• Can they create digital images with animation, video and sound to communicate their ideas?</li> </ul> <p><b>Colour line tone progression strand</b></p> <ul style="list-style-type: none"> <li>• Can they compare the effects of the use of colour and the use of Greyscale through use of the photocopier on colour pictures?</li> <li>• Are they aware of how their artists used colour, line, shape and tone?)</li> </ul> <p><b>D &amp; T Focus – Food</b></p>	<p><b>Themes: Victorians</b> <b>Artist - William Morris</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• give detailed observations about notable artists, artisans and designer`s work;</li> <li>• offer facts about notable artists, artisans and designer`s lives;</li> <li>• create printing blocks/tiles and arrange to create accurate patterns;</li> <li>• use key vocabulary to demonstrate knowledge and understand the strand.</li> </ul> <p><b>3D Papier Mache Modelling</b> Wrapping/ covering junk modelling using papiermache.</p> <ul style="list-style-type: none"> <li>• Plan and design a sculpture</li> <li>• Develop joining skills using wire, coils etc</li> <li>• Can they mix colours to express mood, divide foreground from background, or demonstrate tones?</li> <li>• Can they talk about their work and how close it came to what was wanted? <b>Colour line tone progression strand</b></li> <li>• Do they know that tints and shades of colours are produced when white or black paint is added? These show the tonal shade of a colour.</li> <li>• Do they know the addition of water acts like a tint?</li> <li>• Are they aware of how their artists used colour, line, shape and tone?</li> <li>• Use a range of paint (acrylic, oil &amp; water colours) to create visually interesting pieces.</li> </ul> <p><b>D &amp; T Focus – Computer Programming</b></p>



	Unit 2 – Spring Term Media and Materials	Unit 2 – Spring Term Media and Materials	Unit 3 – Summer Term 3D and Sculpture
6	<p><b>Themes: WW2, Electricity</b>  <b>Artist - Andy Warhol (Pop Art) Fashion Designer - Vivienne Westwood (punk) Caricatures/ optical illusions - Al Hirschfeld</b> Children can:</p> <ul style="list-style-type: none"> <li>• give detailed observations about notable artists, artisans and designer`s work;</li> <li>• offer facts about notable artists, artisans and designer`s lives;</li> <li>• develop techniques in mono block and relief printing;</li> <li>• use key vocabulary to demonstrate knowledge and understand the strand.</li> </ul> <p><b>Scaling, enlargement and distortion</b></p> <p>Choice of media</p> <ul style="list-style-type: none"> <li>• Can they use a sketchbook for collecting ideas and developing a plan for a completed piece of work?</li> <li>• Can they explain and justify preferences towards different styles and artists?</li> <li>• Can they use simple perspective in their work using a single focal point on the horizon?</li> </ul> <p><b>Colour line tone progression strand</b></p> <ul style="list-style-type: none"> <li>• Can they use a grid to distort a picture and scale up and down?</li> <li>• Do they know how lines and shapes can distort images?</li> </ul> <p><b>D &amp; T Focus- Electrical</b></p>	<p><b>Themes: South America</b>  <b>Architect - Norman Foster/ZahaHadid (female)</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• give detailed observations about notable artists, artisans and designer`s work;</li> <li>• offer facts about notable artists, artisans and designer`s lives;</li> <li>• use key vocabulary to demonstrate knowledge and understand the strand.</li> </ul> <p><b>Sculpture Working with Wire</b>  Focus on plants/science</p> <ul style="list-style-type: none"> <li>• Develop joining skills e.g. using a frame, wire and coils;  <input type="checkbox"/> Add decoration to create effect;</li> </ul> <p>Can they use a sketchbook for collecting ideas and developing a plan for a completed piece of work?</p> <ul style="list-style-type: none"> <li>• Can they follow a design brief to achieve an effect for a particular function?</li> <li>• Can they explain and justify preferences towards different styles and artists?</li> </ul> <p><b>Colour line tone progression strand</b></p> <p>Are they aware of how their artists/ designers used colour, line, tone and shape to add movement in their work;</p> <p><b>D &amp; T Focus -</b></p>	<p><b>Themes: Mayans Artist – E Canul</b>  Children can:</p> <ul style="list-style-type: none"> <li>• give detailed observations about notable artists, artisans and designer`s work;</li> <li>• offer facts about notable artists, artisans and designer`s lives;</li> <li>• use key vocabulary to demonstrate knowledge and understand the strand.</li> </ul> <p><b>3D Modroc</b>  Choice of design e.g. pots, masks</p> <ul style="list-style-type: none"> <li>• plan and design a sculpture;</li> <li>• Can they experiment with layers and overlays to create new colours/ textures?</li> <li>• Can they use techniques, colours, tones and effects in appropriate ways to represent things seen .i.e. stippling/ colour bleeds etc.</li> </ul> <p><b>Colour line tone progression strand</b></p> <ul style="list-style-type: none"> <li>• Can they understand what happens when complementary colours are mixed together? (They have a neutralising effect, resulting colour is duller)</li> <li>• Do they know how to dull colours down without using black i.e. mixing red with green)?</li> <li>• Continue to extend vocabulary (dark, dismal, dull, gloomy, greyscale, light, bright, pastel, warm, cold, vibrant, contrasting, blending, atmospheric, illusion, distortion, neutral)</li> </ul> <p><b>D &amp; T Focus - Food</b></p>