

Art long term plan

National Curriculum coverage

Additional content to support the GC

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils: 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key concepts			
<u>Creativity</u>	<u>Technique</u>	<u>Artists' Work</u>	<u>Evaluation</u>
How can I explore and record my ideas?	How can I become proficient in drawing, printing, graphics, painting sculpture, collage and textiles?	Which artists explored similar themes/ techniques?	How effectively does my work reflect the theme/ concept?
<u>Vocabulary which could relate to this concept</u>	<u>Vocabulary which could relate to this concept</u>	<u>Vocabulary which could relate to this concept</u>	<u>Vocabulary which could relate to this concept</u>
versatility, imagination, explore, determine, express, impression,	fluidity, process, line, tone, tint, shade, colour wheel, light, dark, gradient, stipple, contour, scumble, depth, hatching, cross-hatching, rendering, highlighting, perspective, proportion, gesture, positive space, negative space, pressure, fold, sculpture, portrait, landscape	culture, process, historical context, global goals, achieve, feel, express, critique, emote, sculpture, designer, maker, architect, structure	design, critique, express, feel, mood, impression

Foundation stage

<p>Early Learning Goals</p> <p>Fine Motor Skills</p>

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Expressive Arts and Design: Creating with materials

Children at the expected level will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

	Autumn	Spring	Summer
Reception	Identity and Diversity	Sustainable Development	Peace and Conflict
	<p>Creativity: Using drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Model making, producing particular products.</p> <p>Technique: Learning how to hold a pencil, paintbrush and other tools. Making choices about colour and equipment. Learning to cut and tear through their collages. Use a digital paint program to create a simple drawing.</p> <p>Artists' work: Explore the illustrations in class books, looking at how the characters' feel based on the illustration. Discuss whether they like the style of the illustrations, why/ why not?</p> <p>Evaluation: Expressing feelings about their work orally. Explain why they chose the colours they did.</p>	<p>Creativity: Design and make animal habitats using a range of materials.</p> <p>Technique: Learn to draw and paint controlled lines to make different shapes. Learn to mix paint colours. Learn to use different tools to create an effect.</p> <p>Artists' work: Explore the illustrations in class books, looking at how the characters' feel based on the illustration. Discuss whether they like the style of the illustrations, why/ why not?</p> <p>Evaluation: Orally observe different types of textiles. Explain the processes they have used. Describe how colours change when they mix and how they feel about them.</p>	<p>Creativity: Use a collection of materials to build an image. Design and make a costume/ product from materials.</p> <p>Technique: Learn to manipulate fabric/ materials. Learn to weave in and out. Make a print and learn how to repeat it to make a pattern.</p> <p>Artists' work: Describe what they can see in artists' work. Describe what they like in artists' work.</p> <p>Evaluation: Say what they liked about their work/ what they did well.</p>


Key Stage 1

National Curriculum objectives

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Cycle A	Power and Governance	Sustainable development	Peace and conflict
	<p>Topic: The Great Fire of London - Power and Governance</p> <p>Key Question: How can we represent fire?</p> <p>National Curriculum objectives: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Key Vocabulary: colour, blending, light, dark, mix, 'wet on wet', technique, bristles, watercolours, oil pastels, pigment</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p>	<p>Topic: The Tin Forest</p> <p>Key Question: How can we represent man's destruction?</p> <p>National Curriculum objectives: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Vocabulary</p>	<p>Topic: WW2</p> <p>Key Question: How do artist's convey atmosphere?</p> <p>National Curriculum objectives: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Vocabulary line, tone, cross-hatching, colour palette, mood, atmosphere, batik,</p>

	<p>Other vocabulary: Great Fire of London, glue, cut, travel, pool, puddle, spiral, wave, government, power, Guy Fawkes</p> <p>Supporting text/book Vlad and the Great Fire of London</p>  <p>Getty images</p>	<p>colour palette, fold, squash, manipulate, emboss, relief, score, imprint</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: sustainable, destruction, pollution, habitat, environment,</p> <p>Supporting text/book/artist: The Tin Forest Toshihiko Mitsuya</p>	<p>wax resist, oil pastels, water colours, scaling up, perspective, War Art, contour lines, curved lines</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: war, blackout, air raid, shelter, tunnel, The Blitz, protection,</p> <p>Supporting text/book/artist: The Lion and the Unicorn Henry Moore Albert Richards</p>
	<p>Topic: Light and Dark</p> <p>Key Question: How can we convey light and dark?</p> <p>National Curriculum objectives To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Key Vocabulary: light, dark, yellow, black, grey, tone, shade, blend, proportion, scale, size, line, pressure, stylised, overlay</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p>	<p>Topic: Plastic Pollution</p> <p>Key Question: How can we use Art to help eradicate plastic pollution?</p> <p>National Curriculum objectives: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Vocabulary line, tone, form, ink, shading, light, folds, creases, shadow</p>	<p>Topic: WW2 - Propaganda Posters</p> <p>Key Question: How were artist's used to rally support for the war effort?</p> <p>National Curriculum objectives: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Vocabulary</p>

	<p>Other vocabulary: shape, space, layer, cut, lay, place, The Great Fire, tongues of fire,</p> <p>Supporting text/book/ artist's work The King Who Banned the Dark Paul Caulfield - Lamp and Lung Ch'uan Ware</p>	<p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: plastic pollution, Blue Planet, oceans, seas, entangled,</p> <p>Supporting text/book/artist: A Planet Full of Plastic Wan Yunfeng Alvaro Soler Arpa The Washed Ashore Project</p>	<p>screen print, process, stencil, slogan, composition, mixed media, layer, critique, colour wheel</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: war, blackout, air raid, shelter, tunnel, The Blitz, protection, Propaganda, Home front, rally support,</p> <p>Supporting text/book/artist: Selection of propaganda posters Andy Warhol</p>
Cycle B	Identity and Diversity	Social Justice	Globalisation and Interdependence
	<p>Topic: Identity: a tree's identity is visible through its leaves.</p> <p>Key Question: What is a line?</p> <p>National Curriculum objective To develop a wide range of art and design techniques using colour, pattern, line, shape, form and space.</p> <p>Key Vocabulary line, dark, light, depth, pressure, shape, tone, colour, shade, pattern, positive space, negative space, scumbling, monoprint,</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: leaves, veins, stencil, outside, inside</p>	<p>Topic: Social Justice - Up</p> <p>Key Question: How do artists represent clouds?</p> <p>National Curriculum objectives: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Vocabulary</p>	<p>Topic: Wider World - The lonely beast</p> <p>Key Question: How can we represent landscapes through collage?</p> <p>National Curriculum objectives: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Vocabulary</p>

	<p>Supporting text/book/artist Paul Klee "A drawing is simply a line going for a walk." "A line is a dot that went for a walk."</p>	<p>shade, light, curve, movement, 4B pencil, hard, soft, shadow, repeat, print, drip, colour, pop, contrast, flow</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: social justice, elderly, clouds, house, Up, memories,</p> <p>Supporting text/book/artist: Liz Tran</p>	<p>landscape, cityscape, icon, collage, profile, subject, light, tint, shade, colour wheel, primary colours, secondary colours, background, foreground</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: globalisation, interdependence, wider world, globe, setting,</p> <p>Supporting text/book/artist: The Lonely Beast</p>
	<p>Topic: Exploring colour theory through dragon scales</p> <p>Key Question: How can colour be used?</p> <p>National Curriculum objectives: To use a range of materials creatively to design and make products.</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Key Vocabulary: colour, colour wheel, shape, space, blending, watercolours, oil pastels,</p> <p>Core concepts:</p>	<p>Topic: Contributing to our community</p> <p>Key Question: What are textiles?</p> <p>National Curriculum objectives: To use a range of materials creatively to design and make products.</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Vocabulary weave, stitch, needle, pattern, marble, wrap, colour palette, landscape</p>	<p>Topic: Climate Change - Antarctica</p> <p>Key Question: How can we use sculpture to represent the Antarctic?</p> <p>National Curriculum objectives: To use a range of materials creatively to design and make products.</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Vocabulary colour wheel, tint, shade, cool colours, warm colours, weight of line, sketch, mould, smooth, slip, etch, hatch, score,</p>

	<p>Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: scales, overlapping, power,</p> <p>Supporting text/book The Paperbag Princess</p>	<p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: community, age, under, over</p> <p>Supporting text/book/artist: Sheila Hicks</p>	<p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: Climate change, polar regions, Antarctica, equator, polar ice caps, temperature</p> <p>Supporting text/book/artist: Lost and Found David Abbey Paige</p>
--	---	--	--

Lower Key Stage 2

National Curriculum objectives

Pupils should be 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.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Cycle A	Peace and Conflict	Sustainable development	Globalisation and interdependence
	<p>Topic: World History: The Egyptians</p> <p>Key Question:</p>	<p>Topic: Sustainable Development</p>	<p>Topic: The Rights of the Child</p> <p>Key Question: How can we represent the rights of the child?</p>

	<p>How can we characterise Egyptian design?</p> <p>National Curriculum objectives: To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Key Vocabulary: pattern, shade, tone, shading, light to dark, pressure, repeat, curve, barrier, oil pastel, watercolour, coloured pencil,</p> <p>Core concepts: Creativity, Technique, Evaluation</p> <p>Other Vocabulary: scarab beetle, hieroglyphics, whisper, tickle, disappear, Egypt, pyramids,</p> <p>Supporting text/book So You Think You've Got It Bad? A Kid's Life in Ancient Egypt</p>	<p>Key Question: How can we raise awareness about gorillas in captivity through Art?</p> <p>National Curriculum objectives: To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>To learn about great artists, architects and designers in history.</p> <p>Vocabulary acrylic paint, montage, overlaying, sketch, depth of line, broken line, composition, form. perspective,</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: sustainability, captivity, rain forest, jungle, primates, raising awareness, plight, condition</p> <p>Supporting text/book/artist: The One and Only Ivan Henri Rousseau</p>	<p>National Curriculum objectives: To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>To learn about great artists, architects and designers in history.</p> <p>Vocabulary sculpture, form, mood board, colour palette, icon, symbol, composition, placement, structure, support</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: The Rights of the Child, convention, law, protection, safety,</p> <p>Supporting text/book/artist: Kenneth Treister Lorenzo Quinn The Hand of Harmony</p>
	<p>Topic: The Eruption of Mount Vesuvius</p> <p>Key Question: How can we convey the power of Vesuvius using different art forms?</p> <p>National Curriculum objectives:</p>	<p>Topic: Human Impact - Seals</p> <p>Key Question: How can we elevate the plight of seals in the Tyne?</p> <p>National Curriculum objectives:</p>	<p>Topic: Refugees</p> <p>Key Question: How can we use textiles to enhance our work?</p> <p>National Curriculum objectives:</p>

	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>To learn about great artists, architects and designers in history.</p> <p>Key Vocabulary: pops of colour, eyes travel across the page, colour palette, flat colour, colour blocking, expressive, brush brokes, flicking, pigment, sgraffito, abstract lines</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other Vocabulary: escape, devastation, explosion, Vesuvius, damage</p> <p>Supporting text/book/artist Escape from Pompeii Andy Warhol - Vesuvius Naples, Museo di Capodimonte J.M.W. Turner - The Eruption of the Soufriere Mountains in the Island of St. Vincent Deyanira Harris - Volcano Madness</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Vocabulary print, monoprint, line, layering, ink, roller, pressure,</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: River Tyne, pollution, plastics, sustainability, human impact, responsibility</p> <p>Supporting text/book/artist: Here We Are Alejandro Durán: Washed Up John Dahlsen: Environmental Wallworks</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Vocabulary textiles, stitch, thread, weave, running stitch, blanket stitch, knot, finished side, colour wheel, complementary colours</p> <p>Core concepts: Creativity, Technique, Evaluation</p> <p>Other vocabulary: Refugee, flee homes, danger, border, immigrate, government, safety</p> <p>Supporting text/book/artist: The Boy at the Back of the Class</p>
Cycle B	Social Justice and Equity	Identity and Diversity	Sustainable development
	<p>Topic: Anglo Saxons</p> <p>Key Question: What did Anglo Saxon design look like?</p>	<p>Topic: Identity and Diversity</p> <p>Key Question: How is identity represented through Art?</p>	<p>Topic: Natural Disasters - The Power of the Sea</p> <p>Key Question How can we show the power of the sea through paint?</p>

	<p>National Curriculum objectives: To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>To learn about great artists, architects and designers in history.</p> <p>Key Vocabulary: pattern, symmetry, occurring in nature, curves, line, tiles, glazed,</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary; Anglo Saxons, Celts, religion, imagery, artefacts, crosses, tiles</p> <p>Supporting text/book/artists Anglo Saxon Boy</p>	<p>National Curriculum objectives: To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>To learn about great artists, architects and designers in history.</p> <p>Key Vocabulary: identity, represent, scale, materials, audience, viewer, fingerprint, curve, position, installation,</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: personality, originality, self, unique, distinct,</p> <p>Supporting text/book/artist: Cheryl Sorg Kevin Van Aelst</p>	<p>National Curriculum objectives: To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>To learn about great artists, architects and designers in history.</p> <p>Key Vocabulary: line, hatching, marbling, scratching, wax resist, oil pastels, water colours, hatching</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: natural disaster, tsunami, devastation, flood, crest of wave, sea spray,</p> <p>Supporting text/book/artist: Kris Parins Katsushika Hokusai Uehara Konen Flood</p>
	<p>Topic: The Civil Rights Movement</p> <p>Key Question: How can we share our voice?</p> <p>National Curriculum objective To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including</p>	<p>Topic: Who do we see</p> <p>Key Question: Who do we see?</p> <p>National Curriculum objectives: To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p>Topic: Fast Fashion</p> <p>Key Question: How can we highlight the problem of fast fashion?</p> <p>National Curriculum objectives: To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including</p>

	<p>drawing, painting and sculpture with a range of materials.</p> <p>To learn about great artists, architects and designers in history.</p> <p>Key Vocabulary:</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: civil rights, movement, views,</p> <p>Supporting text/book/artists The Youngest Marcher</p>	<p>To learn about great artists, architects and designers in history.</p> <p>Key Vocabulary: self portrait, mood, foreground, background, abstract, realism, Cubism, line, shape, collage, over-laying, representation</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: identity, stereotype, masculine, feminine,</p> <p>Supporting text/book/artist: Frida Khalo Gustave Courbet Paul Gaugin Pablo Picasso Brianna McCarthy</p>	<p>drawing, painting and sculpture with a range of materials.</p> <p>To learn about great artists, architects and designers in history.</p> <p>Key Vocabulary: designer, organic forms, proportion, scale, join, stitch, pattern, mannequin,</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: Fast fashion, sustainability, environmentalist, organic cotton, fashion industry</p> <p>Supporting text/book/artist: Earth Friends Selection of artists and designers in the fashion industry</p>
--	--	--	--

Upper Key Stage 2

National Curriculum objectives

Pupils should be 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.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Cycle A

Social Justice and Equity

Identity and Diversity

Globalisation and interdependence

			Power and Governance
	<p>Topic: Charles Rennie Mackintosh</p> <p>Key Question: How does Mackintosh use the flower motif?</p> <p>National Curriculum objective To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>To learn about great artists, architects and designers in history.</p> <p>Key Vocabulary rose motif, composition, flower, green leaf, grid lines, decorative arts, architect, designer, mass-produced, contrast, organic, shoji screens, stained glass</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Vocabulary: inspired, beautiful, precious, form, strong lines, buds, furniture designer, Arts and Craft Movement</p> <p>Supporting text/book/artist Charles Rennie Mackintosh</p>	<p>Topic: Identity and Diversity</p> <p>Key Question: How can we represent our identity through iconography and pattern?</p> <p>National Curriculum objectives: To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>To learn about great artists, architects and designers in history.</p> <p>Key Vocabulary: pointillism, Aboriginal Art, originates, colour palette, earthy tones, composition,</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: identity, diversity, unique qualities, hobbies, interests, culture,</p> <p>Supporting text/book/artist: Kate Owen Selection of Aboriginal Art Georges Seurat Paul Signac Miguel Endara Federico Pietrella</p>	<p>Topic: Space</p> <p>Key Question: How can we represent space through mixed media?</p> <p>National Curriculum objectives: To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>Key Vocabulary: splatter, shade, blend, curve, smooth, flick, composition, line, pencil hardness/softness, reflection, impression, abstract, Expressionism</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: cosmic, constellation, asteroid, comet, space dust, astronaut, globalisation,</p> <p>Supporting text/book/artist: Wassily Kandinsky Sam Mears</p>

	<p>Topic: William Morris</p> <p>Key Question: How did William Morris revolutionise the industrial age?</p> <p>National Curriculum objective: To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>To learn about great artists, architects and designers in history.</p> <p>Key Vocabulary: floral pattern, nature, flowers, leaves, movement, colour, wallpaper, tile, emboss, imprint, positive space, negative space, pressure, print, screen printing, roller, ink</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: furniture design, repeated pattern, clay, clay tools</p> <p>Supporting text/book/artist William Morris</p>	<p>Topic: Responsibility</p> <p>Key Question: How can we represent movement of water through textiles?</p> <p>National Curriculum objectives: To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>Key Vocabulary: fluidity, movement, textiles, weave, warp, intertwine, wrap, knot, stitch, layer</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: North East, transport, ship building,</p> <p>Supporting text/book/artist: Carolyn Saxby</p>	<p>Topic: The power of the Crown</p> <p>Key Question: How can we represent power and governance through textiles?</p> <p>National Curriculum objectives: To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>To learn about great artists, architects and designers in history.</p> <p>Key Vocabulary: form, sketch, portrait, represent, impression, photo realism, abstract, tones, hue, expression, texture, hammer, wrap, weave</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: Power, control, government, The Crown, authority,</p> <p>Supporting text/book/artist: Miriam Escofet Lucian Freud</p>
Cycle B	Peace and Conflict	Sustainable development	Human rights
	<p>Topic: Letters from the Lighthouse</p> <p>Key Question: How can lighthouses be represented through different techniques?</p>	<p>Topic: Water</p> <p>Key Question: How did the Impressionists represent water?</p>	<p>Topic: Moments which changed the world</p> <p>Key Question: Is organ donation from animal to human ethical?</p>

	<p>National Curriculum objective: To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>To learn about great artists, architects and designers in history.</p> <p>Key Vocabulary: light,dark, shading, pressure, smooth lines, pigment, coloured pencil, lighthouse, curves,</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: World War Two, bomber planes, evacuation, peace, settlement, invasion, conflict,</p> <p>Supporting text/book/artist Letters from a Lighthouse Ida O'Keefe Ayza Obra</p>	<p>National Curriculum objectives: To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>To learn about great artists, architects and designers in history.</p> <p>Key Vocabulary: water, reflection, movement, strokes, expressive, fluidity, human perception, lightness, weight, feeling, impression</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: conservation, eco systems, seas, marine, species, habitat, degradation,</p> <p>Supporting text/book/artist: A Long Walk to Water Vanessa Barragão Aude Bourguine Courtney Mattison Marie Antuanelle Mat Miller Mlle Hipolyte Claude Monet</p>	<p>National Curriculum objectives: To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>Key Vocabulary: line, tone, hatching, colour, impression, overlay, graphics, concept</p> <p>Core concepts: Creativity, Technique, Artists' Work, Evaluation</p> <p>Other vocabulary: ethics, politically correct, organ transplant, donor, blood type, choice</p> <p>Supporting text/book/artist: Pig Heart Boy Catherine Holcombe Tobe Fonseca</p>
	<p>Topic: Peace and Conflict: exploring images of war torn Afghanistan</p> <p>Key Question: How can we use monoprinting to produce an alternative front cover?</p> <p>National Curriculum objective:</p>	<p>Topic: Ocean Conservation</p> <p>Key Question: How can we highlight the importance of ocean conservation?</p> <p>National Curriculum objectives:</p>	<p>Topic: Bees</p> <p>Key Question: How can we raise the profile of bee conservation through Art?</p> <p>National Curriculum objectives:</p>

To create sketch books to record their observations and use them to review and revisit ideas.

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

To learn about great artists, architects and designers in history.

Key Vocabulary:

civil war, print, strong lines, feathered lines, screen printing ink, roller, pressure, mono printing, important information,

Core concepts:

Creativity, Technique, Artists' Work, Evaluation

Other vocabulary;

civil war, militia, government, terrorism, displacement, taliban, refugee

Supporting text/book/artist:

The Breadwinner

To create sketch books to record their observations and use them to review and revisit ideas.

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

To learn about great artists, architects and designers in history.

Key Vocabulary:

line, tone, form, scale, proportion, colour, light, shade, depth, form, sculpt, sculpture, relief, abstract, vibrant, neutral, structure, self-supporting

Core concepts:

Creativity, Technique, Artists' Work, Evaluation

Other vocabulary:

marine, ocean conservation, coral reef, ecosystem, habitat degradation, human impact, extinction, species loss, diverse

Supporting text/book/artist:

Vanessa Barragão
Aude Bourgine
Courtney Mattison
Marie Antuanelle
Mat Miller
Mlle Hipolyte

To create sketch books to record their observations and use them to review and revisit ideas.

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

To learn about great artists, architects and designers in history.

Key Vocabulary:

texture, feathered lines, tone, shade, layer, composition, carve, indent, lino cutting, impression, pattern, technique,

Core concepts:

Creativity, Technique, Artists' Work, Evaluation

Other vocabulary:

Bees, hive, conservation, honeycomb, hexagon,

Supporting text/book/artist:

Matthew Willey
Ava Roth
Laney Birkhead
Julie Armstrong