

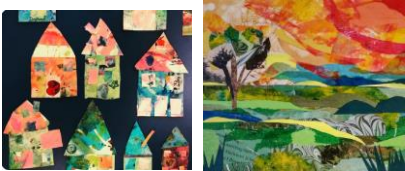




KS1

Cycle A	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
	GEOGRAPHY Where am I?	HISTORY Castles	HISTORY GFOL	GEOGRAPHY India	HISTORY Pirates	GEOGRAPHY The deep
	<p>Art: Drawing landscape Use pencil, charcoal, chalk, pastels Use line and marks for <u>texture</u> and <u>pattern</u> Begin to control lines (colour inside lines) Draw lines of different sizes and thickness Use a viewfinder to focus on a specific part</p> <p>DT link: levers, sliders and hinges Moving picture</p>	<p>DT: Structures Build structures and explore how they can be <u>stronger</u>, <u>stiffer</u> and more <u>stable</u>.</p>	<p>Art: Painting Use thick and thin brushes to create art work Know when it is appropriate to use each brush (thick for colouring, thin for detail, outline) Begin to colour mix Mix paints to match <u>tones</u>; mixing with two colours – adding black and white for lighter/darker tones and <u>tints</u> Control the <u>consistency</u> of paint Recognise</p>	<p>Art: Printing Continue to develop mixing skills from previous half-term. Develop control through outlined printing by using “press and stamp” to create prints. Use <u>repeating</u> or <u>over-lapping shapes</u> DT: Food DT, peeling and chopping.</p>	<p>Art – Textiles Flag making</p> <p>DT: Wheels & axels Explore using winding <u>mechanisms</u>. Begin to incorporate <u>wheels</u> and <u>axles</u> into their products.</p>	<p>Art: Collage Collect <u>natural materials</u> to create a temporary collage Begin to arrange materials in <u>symmetrical</u> and/or <u>aesthetically</u> pleasing fashion Experiment combining different materials To sort and arrange materials effectively Develop planning skills Begin to make artistic choices from a range of paper based materials Develop <u>tearing</u> and <u>cutting</u> Introduce layering of materials Mix materials to create <u>texture</u> Use a range of visual elements to reflect the purpose of the work Record experimental work for future reference Identify <u>primary</u>, <u>secondary</u> and <u>complementary</u> colours</p>


Cycle B	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
	GEOGRAPHY Here I am!	GEOGRAPHY Arctic Adventure	HISTORY Victorians	HISTORY Sarah Forbes, Mary Seacole & Florence Nightingale	HISTORY Toys	GEOGRAPHY Awesome Animals
	<p>Art: Drawing Still life <u>Observing</u>: real fruit and vegetables, artists still life representations When observing looking for different qualities, <u>shape</u>, <u>colour</u> Notice what can be seen and what is obscured <u>Compose</u>: Develop shape and position Layer colour Use variety of lines to convey meaning</p> <p>DT link: pivots, <i>moving monster</i></p>	<p>Art: sculpture, junk modelling insects, wire birds (<i>Accessart</i>) and clay coil snails. Link to <u>pattern</u> and <u>camouflage</u>. Create distinct strong shapes. Explore how to block in a large area and how to use the tip of the brush for fine detail. Investigate materials and processes such as: <u>folding</u>, <u>scrunching</u>, <u>tearing</u>, <u>cutting</u> <u>joining</u>, <u>modelling</u>, <u>layering</u> and <u>constructing</u> Learn how to control the materials Know which glues, tapes, etc. work best for the task.</p>	<p>Art: Drawing <u>portrait</u>, consolidate previous drawing skills and link to Victorian portraits. DT: Structures, three little pigs; select from and use a wide range of materials and components, including <u>construction materials</u> according to their characteristics (link back to Science)</p>	<p>Art: Painting (Andy Warhol Florence Nightingale) Share knowledge of using thick and thin brushes Extend knowledge of emotive colours Understand appropriate use of <u>warm and cold colours</u> Begin to mix secondary colours/use of colour wheel Consider <u>consistency</u> when applying paint Art: Printing begin to print clearly using rollers, ink and block. <u>Repeat</u> a print Work <u>cooperatively</u> with a partner.</p>	<p>DT: Puppets Children explore different ways to <u>join materials</u> together including pinning, gluing and stapling. OR Children begin sewing using running stitch. Children learn how to cut out shapes which have been created by drawing round a <u>template</u> onto the fabric.</p>	<p>Art: Weaving Class Loom <i>Stem</i> activity. Produce coloured <u>patterns</u> by folding and dipping fabric in different way Begin to use weaving skills: simple over/under weaving, <u>looping</u> and <u>knotting</u> Decorate strips of fabric using a <u>variety of media</u> Begin to understand how colours used are more or less effective together and implement those ideas into final design</p>


LKS2

Cycle A	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
	<p>Tin Mining HISTORY - LOCAL</p>	<p>Stone Age – archaeology HISTORY</p>	<p>Ancient Egypt GEOGRAPHY</p>	<p>Ancient Egypt HISTORY</p>	<p>Rivers/ Water-cycle GEOGRAPHY</p>	<p>Truro Settlers GEOGRAPHY</p>
	<p>Art: Drawing landscape (cityscapes) <i>Y3 Formal Art Kapow unit to support</i> Develop skills to draw the reality of what can be seen Draw <u>one point perspective</u> Use <u>tone, light and shade</u> to make things appear <u>3D</u> Develop use of <u>hatching and cross hatching</u> to show <u>tone</u> and <u>texture</u> Begin to represent <u>proportion</u> Draw both fast and slow depending on the chosen outcome (e.g. fast sketch to quickly record what is seen, slower drawing when needed to record an <u>accurate interpretation</u> of reality) Draw with <u>precision and care</u> Draw freely to capture movement and rhythm Art Printing: ink and cardboard Create block printing using stencil and rollers</p> 	<p>Art: Drawing still life DT: Food</p>	<p>DT: Circuits - buzzers</p>	<p>Art Sculpture: Begin investigating <u>papier mache</u> techniques in order to represent ideas Use previously taught techniques to make a sculpture structurally robust to stand up independently Add materials to provide interesting detail Add details to convey expression/movement</p>	<p>Art: Painting Look at the work of Monet and impressionism Use oil pastels, acrylics and watercolour Develop knowledge of thick and thin brushes by building on techniques and using variety of brushes Experiment with creating <u>mood with colour</u> Build on knowledge of <u>warm and cold colours</u> Use <u>primary and secondary colours</u> Begin to use <u>water colours</u> Explore the use of a wash https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks1-ks2-creating-a-collage-landscape/zfrfbdm  https://www.bbc.co.uk/teach/class-clips-video/art-and-design-painting-techniques/z7h76v4</p>	<p>Art: Collage Work together to create a mix media collage Explore collage techniques in sketchbooks to be used in later work. <u>Layer and overwork</u> materials with different media. Select materials by <u>colour and texture</u> Select a range of materials for a striking effect Select materials by colour and texture https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks1-ks2-creating-a-collage-landscape/zfrfbdm Water colour collage by Cathy Taylor https://www.youtube.com/watch?v=vcGboGq6HNI Make use of <u>interesting patterns</u> within the work Begin to develop <u>coiling, overlapping, tessellation techniques</u> Record experimental work for future reference and using it when creating final piece Build on knowledge of water colour from previous half-term. Possible outcomes:</p> 

Cycle B	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
New	Romans GEOGRAPHY	Romans HISTORY	Anglos-Saxons & Vikings HISTORY		Biomes GEOGRAPHY	Rainforest GEOGRAPHY
	<p>Art: Drawing Portrait and Roman Bust portrait <i>Gormesal primary school</i> Use different <u>hardness of pencils</u> Build upon knowledge and proficiency of KS1 skills/equipment Represent feeling through human form via sketch Use <u>shadows, cross hatching, shading</u> <u>Lightening</u> and <u>darkening</u> colours using black and white.</p> <p>DT link: moving parts of the face <i>Access Art</i></p>	<p>Art: Sculpture Clay coil pots <i>Access Art</i> https://www.accessart.org.uk/decorative-clay-coil-pots/ Build on coil from KS1 snails Investigate and develop modelling skills with clay via <u>kneading, cutting and blocking, carving, impressing, embossing</u> and <u>relief</u> Make informed artistic choice as to which clay techniques work best for final piece Make a sculpture <u>structurally robust</u> to stand up independently</p>	<p>DT: Levers Begin to understand that mechanical systems such as <u>levers</u> and <u>linkages</u> can create movement Begin to incorporate levers and linkages into their products.</p> 	<p>Art: textiles and weaving <i>Y3 craft Kapow.</i> Developing skills with <u>dipping</u> and <u>dyeing</u> techniques Weave with a range of materials Understand the terms 'warp' and 'weft' Show what is important to them through the creation of a mood board Explain my choices Able to weave accurately, keeping the weaving pattern consistent.</p>	<p>DT: Structures Chairs Select ideas to use in a design for a particular purpose Explore different ways of using materials to create 3D effects Begin to demonstrate an understanding of how to reinforce and strengthen their finished product.</p> 	<p>Art: Painting <i>TES planning</i> <i>Henri Rousseau Surprised</i> Use <u>imagination</u> when creating. Increase proficiency when drawing/painting with <u>proportions</u> Develop the paint techniques previously taught for backgrounds within the artwork as a whole Colour mix and apply <u>acrylic paint</u> responding to its fast drying quality and how you can <u>layer</u> and <u>over-paint</u> Develop appropriate brush strokes and techniques for larger flat areas of colour and more detailed <u>foreground</u> objects Develop finer brush stroke skills when painting more detailed objects Develop an understanding of <u>composition</u> Build on previous knowledge of <u>tints</u> (adding white) and <u>shades</u> (adding black) Develop increasing accuracy when representing <u>proportions</u> in art work.</p>

UKS2

Cycle A	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
New	Volcanoes & Mountains GEOGRAPHY	Texas GEOGRAPHY Contrasting climates and biomes	Voyage of the mystery HISTORY LOCAL	Islamic Golden Age HISTORY Enquiry – where would you rather be in the middle ages? Incl - Overview of early civilizations:	Darwin GEOGRAPHY To widen their locational knowledge and understand about some of the most significant human and physical features.	Titanic HISTORY Enquiry based on sources – who was responsible?
	<p>Art: Drawing Begin to develop <u>proportions</u> and occlusion Develop the <u>perspective</u> techniques previously taught, as well as using <u>tone, light and shade</u> to make things appear <u>3D</u> Develop previously taught skills of <u>hatching and cross hatching</u> to show <u>tone and texture</u> Further develop shadow skills by <u>observing</u> the direction of the source of light</p> <p>Art: Printing (lino) Develop skills introduced in Y4 to create <u>lino prints</u> to use with roller and ink Design and create <u>motifs</u> to be turned into printed blocks Understand the mechanics of how paint <u>resists</u> the <u>stencilled</u> part of the block.</p>	<p>Art: Painting Surrealist – Frida Kahlo</p> <p>Art: Sculpture <i>Access Art Plaster Reliefs Paula Briggs</i> Use prior knowledge of clay to investigate clay techniques in order to represent ideas Make a <u>mould</u> using clay techniques previously taught Understand different materials in creating a sculpture Understand how a <u>sunken-relief</u> can bring a 2-d design to 3-d reality https://www.accessart.org.uk/plaster-reliefs/</p> 	<p>Art: Architecture <i>Kapow Y5 Drawing houses</i> Draw <u>shapes</u> and <u>patterns</u> accurately from observation Gain inspiration from Zaha Hadid</p> <p>DT: Structures <i>Kapow Y5</i> Explore how to <u>reinforce</u> a beam (structure) to improve its strength Identify <u>beam</u> and <u>arch bridges</u> Create a range of beam and arch bridge designs Identify stronger and weaker structures Find different ways to <u>reinforce</u> structures</p>	<p>DT: Bread making Know where and how a <u>variety of ingredients</u> are grown and processed Prepare and cook a savoury dish</p>	<p>Art: textiles and weaving Felt making?</p> <p>Art: mixed media Ape drawing Develop control over their use of <u>varied materials</u>. Experiment with a choice of varying media.</p>	<p>Art: Drawing Still life</p> <p>Art: Collage Megan Coyle and Clare Young Develop an awareness of <u>scale and proportion</u> in drawings. <u>Combine colour and texture</u> to create a final piece Accurately <u>shape paper</u> in various ways such as <u>tearing and cutting</u></p>

Cycle B	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
New	EUROPE GEOGRAPHY	WW2 HISTORY	Greece GEOGRAPHY	Ancient Greece HISTORY	British Monarchy HISTORY	Climate change GEOGRAPHY
	<p>Art: Drawing Jackie Morris Use <u>observation</u> to allow form and shape to be precise and intentional Know that <u>still life</u> is an object which cannot move and which is drawn very close up (not a landscape). Know that a <u>portrait</u> is of an object which can move and is predominantly of the face to show expression. Use a variety of paintbrushes to create various effects. Use varying degrees of pressure with a pencil or graphite to create various effects. Use different amounts of water to create <u>light and dark</u>. Mix colour to match real life objects.</p> <p>Art: Collage Work <u>collaboratively</u> on a larger scale <u>Embellish</u> work, using a variety of techniques, including drawing, painting and printing on top of <u>textural work</u> Understand how <u>wax resists</u> the effect of paint. Combine two different mediums can complement each other to produce mixed-media http://elementaryartfun.blogspot.com/2017/11/collage-animals.html</p> 	<p>Art: Drawing Still Life poppies DT: Structures Air Raid Shelter <u>Research a product</u> to ensure it is fit for purpose <u>Generate ideas</u> to develop their design including cross sectional drawings and exploded drawings Use previously taught skills to create a structure to <u>strengthen, stiffen and reinforce</u> a structure</p>	<p>Art: Painting David Hockney <i>TES planning & Gomersal Blog</i> Explore and record ideas and information from first-hand experience Used a sketchbook or visual diary to store information Explore ideas of <u>relative size and scale</u> Explore how to show <u>perspective</u> using size, <u>foreground</u> and <u>background</u> Used drawing and painting media to create texture and pattern Learnt how to reflect on and modify their work. Create a <u>spectrum of colours</u> using paint, and building up texture using brush strokes and tools for mark making</p>	<p>DT: Axels Mars Buggies</p>	<p>Art: portrait Know how to divide a face into sections to draw in <u>proportion</u> Use different grade of pencils for <u>shade</u></p> <p>Art: printing <i>Motif inspired by William Morris</i> Design and create <u>motifs</u> to be turned into printed blocks Use geometry and colour to create a <u>pattern</u> Use a half drop to create a pattern Use <u>rotation</u> to create a pattern Use <u>reflection</u> to create a pattern Use <u>repeats</u> to create a pattern</p>	<p>Art: Sculpture <i>Flat Sculptures</i> Access Art Scale up silhouettes Collage</p> 