

Curriculum Overview: Art and Design



Dorchester Primary School

A Hull Collaborative Academy Trust school.



Working together in a safe and inclusive environment to develop creative, disciplined, and aspirational pupils.



The Dorchester Curriculum



The Vision

Our curriculum vision at Dorchester is to provide children with an ambitious, academic and personal curriculum which will open up future opportunities for success.

Curriculum Aims

Our curriculum aims to provide:

- A cumulative acquisition of concepts, knowledge and skills which enables all children to achieve their goals
- A creative, enquiry-based curriculum which promotes inquisitive minds, independence and a love for learning.
- A sense of belonging, identity and community to succeed in the modern world

Values

These aims are underpinned by our school values:

- Our school values respect, so our curriculum provides plentiful opportunities for children to work collaboratively, practice active listening, turn taking and acts of service.
- Our school values tolerance therefore our curriculum promotes social awareness and represents diverse voices
- Our school values self-belief so our curriculum promotes a growth mindset and develops independence
- Our school values empathy therefore our curriculum provides opportunities for children to view the world from different perspectives
- Our school values resilience so our curriculum promotes goal setting and problem solving

Curriculum Concepts

Children will also develop their understanding of identified curriculum concepts throughout all subjects. These concepts branch across our whole curriculum, creating horizontal links across all subjects. They aim to develop flexible knowledge and skills that children can apply to multiple curriculum areas.

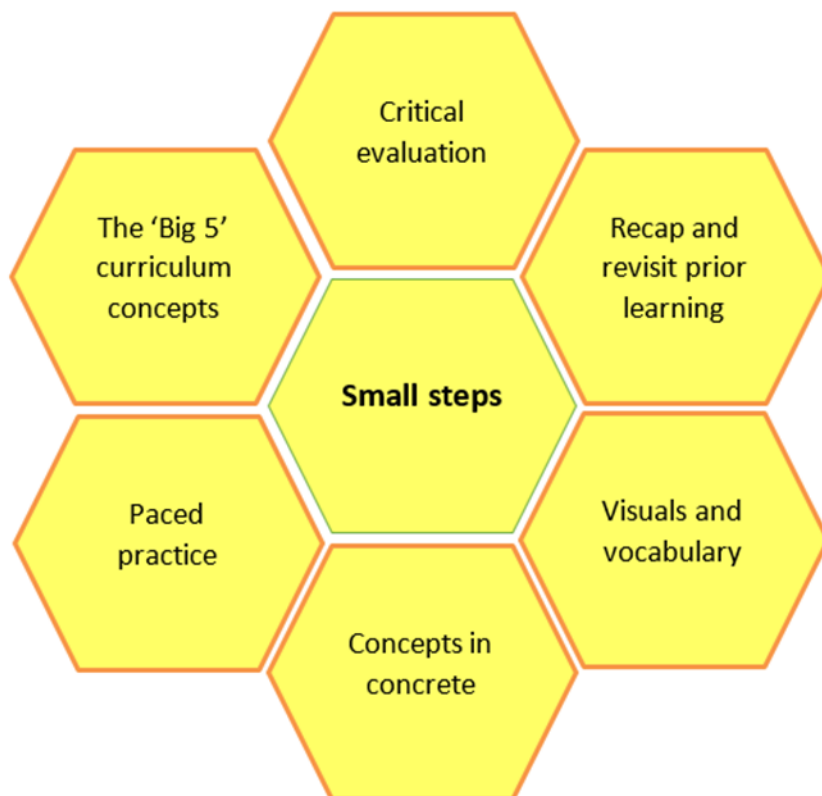
Compare and Contrast

Interpret and Summarise

Written and Oral Expression

Infer and Enquire

Predict and Connect



Dorchester Learning Framework

We have created a learning framework to support our teachers in planning, delivering and assessing the curriculum. This framework has been devised using research into knowledge acquisition and working memory to enable all children to learn and remember what we teach.

Progress at Dorchester means 'knowing more and remembering more'

Assessment

We have adopted a three-tier assessment model for wider curriculum subjects. Teachers will gather assessment information on what children have learnt (and retained): in the short term (e.g. within / after a lesson), the medium-term (e.g. after a unit of work), and long-term (e.g. at the end of their phase or key stage). Assessments will be used to inform the learning moving forward.



The Art Curriculum



The Art Vision

OUR VISION

At Dorchester our vision is for children to develop creativity and imagination through the use of first hand experiences, experimentation and the development of ideas and skills based on a wide range of stimuli. We aim to encourage all children to foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers. Pupils will develop the skills, concepts and knowledge in order for them to express their responses to ideas and experiences in visual or tactile form.

Art Curriculum

Personal Development in the Art curriculum

Our Art curriculum will:

- Teach the children art through four key lenses- to explore, to experiment, to express and to evaluate.
- Allow children the chance to become fluent in art through key substantive knowledge linked to the practical elements of art; skill and control, mediums and media and formal elements; theoretical knowledge when learning about art history and interpreting the work of others and through creativity and developing ideas through implicit knowledge.
- We also want to give children disciplinary knowledge about understanding what makes art, art through questioning, observing and being inspired by the work of a range of artists from the Traditional, Modern and Contemporary world of art and from a range of diverse backgrounds.
- We also want to cultivate their procedural knowledge so the children become fluent at using skill and control when using different mediums and media.
- Citizenship – Through art, children can explore different cultures, traditions, and perspectives. Exposure to diverse art forms helps them develop an appreciation for cultural diversity, promoting tolerance and understanding.
- Character – Art can play a significant role in building character in children by fostering various qualities and skills that contribute to personal development such as self-belief, resilience, expression and creativity. By exploring the work of other artists and their challenges in being an artist they get an understanding of what it means to be an artists.
- British Values – Art can be a powerful tool for teaching about British values, as it provides a creative and engaging platform to explore and express ideas related to democracy, the rule of law, individual liberty, mutual respect, and tolerance for different beliefs and cultures. We have strived to ensure that our art curriculum incorporates artists from a range of diverse backgrounds.
- Inclusion and equal opportunities –in art we are an inclusive subject that does not set a ceiling on who can take part in art lessons. We ensure the elements of creativity is open to all
- Wider opportunities – during their time at Dorchester art is incorporated across the curriculum and opportunities are given to attend art clubs and visit art museums.

Art Knowledge Overview

Lenses

EXPLORE

EXPERIMENT

EXPRESS

EVALUATE

Substantive Knowledge

Practical

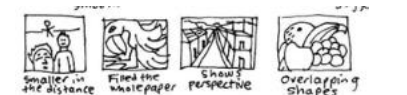
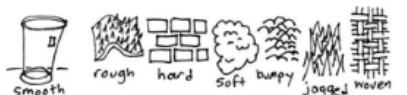
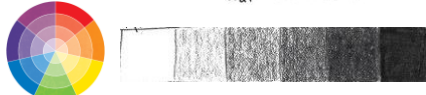
Media and Materials

Formal Elements

Skill and Control



Drawing, Painting, 3D Sculpture, Crafts and Collage



Line, Shape & Form, Colour, Value & Tone, Texture and Space

Knowing how to work in the different media and materials and how to incorporate the different formal elements.

Creativity

Develop Ideas

Experience
Imagine
Observe

Creativity is the experiential knowledge and forms a huge part of the art curriculum. Knowledge in art isn't always created through sequenced knowing. Art knowledge is about experiencing art, developing their art practice through observing and working in different mediums without having to break that up into explaining how they got from a to b.

Theoretical

History of Art



Interpret work of

Theoretical knowledge includes the history of art. Children know about a range of artists which have been selected to not only illustrate quality examples of the practical knowledge they learn, but to build pupils' knowledge of the diversity of artists (their backgrounds, inspiration, and approaches). They will also examine how artists have inspired each other, and how artists are connected within the different models of Traditional, Modern and Contemporary art.

Disciplinary and Procedural Knowledge

What is art?

What do artists do?

What inspires artists?

Exploring and Developing Ideas on Art

Disciplinary knowledge is at the heart of understanding what makes art, art.

Technique Practice

Procedural Knowledge is the doing of art. Children practicing the techniques so they can become more fluent in using them.

	Autumn	Spring	Summer	Transition Week
EYFS	<p>Children first encounter art and design in the early years foundation stage (EYFS). In the EYFS statutory guidance, 'expressive arts and design' is a specific area of learning and development. Children engage with the arts regularly and explore a range of materials and media. This helps them to work towards the early learning goals, such as safely using and exploring a variety of materials, tools and techniques. High-quality practice in the early years stimulates children's interest and imagination in the materials and media they encounter and provides the necessary foundations for future learning.</p>			
KS1 2023- 2024	<u>Seasons</u> Van Gogh	<u>Plants</u> Georgia O'Keefe and William Morris	<u>Aboriginal Art</u> Bagu clay works, Glora Petyarre and Clifford Tjapaltjarri	Portraits-Pablo Picasso
KS1 2024- 2025	<u>Colour</u> Gustaf Klimt and Wolfgang Laib	<u>Rainforest</u> Jew Rousseau, Dae Won Yang	<u>Fish</u> Paul Klee and Derick DeYoung	Local Artist-Skeg
LKS2 2023- 2024	<u>Landmarks</u> Architecture artists- Steven Holl, Stephen Whatley and Ian Stuart Campbell	<u>Landscapes</u> Megan Coyle and collage through history (traditional use of)	<u>Prehistoric Art</u> Cave Art, Lascaux Caves and Picasso work inspired by them	Portraits-Marten Jansen
LKS2 2024- 2025	<u>Egyptian Art</u> Hossam Dirar	<u>Landscapes</u> David Hockney and Lucia Smith	<u>Pottery</u> Magdalene Odundo and Roman Pottery	Local Artist-Skeg
Year 5	<u>Eyes</u> Surrealism and Salvador Dali	<u>Landscapes</u> Expressionism	<u>Contemporary Art</u> Jen Stork and Romero Britto	<u>Masks</u> Kimmy Cantrell and Maya Monoliths and Masks from world history
				Portraits-Kehinde Wiley Local Artist-Skeg
Year 6	<u>Response to War</u> Henry Moore and Pablo Picasso (Guernica)	<u>Modernism</u> Beatriz Milhasez and collage through history (modernism and photomontage)	<u>Human Form</u> Various artists and Jacob Chandler	Portraits-Frida Kahlo Local Artist-Skeg

EXPLORE

EXPERIMENT

EXPRESS

EVALUATE

Explore

When exploring in art, children build their theoretical knowledge of art, exploring art history and art culture through the diverse selection of artworks and artists.

Experiment

When experimenting in art, children are given a chance to gain proficiency in different areas of art including practical knowledge about different methods, techniques, skills and styles related to the artworks/artists explored.

Express

When expressing in art, children have an opportunity to create their own different pieces, applying the knowledge gained through EXPLORE, EXPERIMENT and EVALUATE. They also have time to problem-solve, review and refine their work.

Evaluate

When evaluating in art, children through each stage look at their own work and that of others with a critical eye, asking the kinds of questions that artists, critics, and scholars ask (disciplinary knowledge) and identifying their own next steps.

Autumn

EYFS

Spring

Summer



Jackson Pollock



Wassily Kandinsky



Andy Warhol



Yayoi Kusama



Claude Monet



Henri Matisse

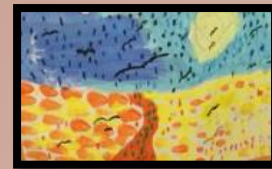


Giuseppe Arcimboldo





Seasons



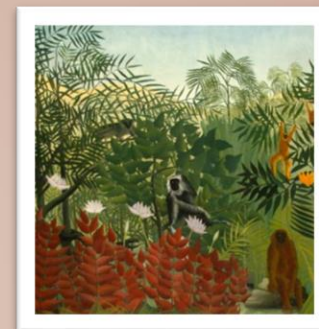
Key Stage 1



Seasons



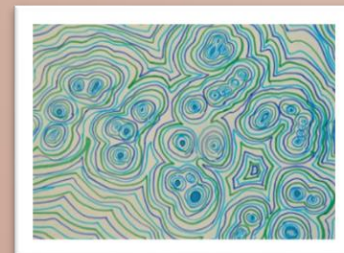
Plants



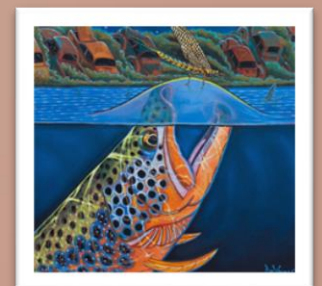
Rainforest



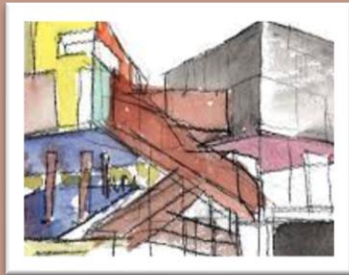
Aboriginal Art



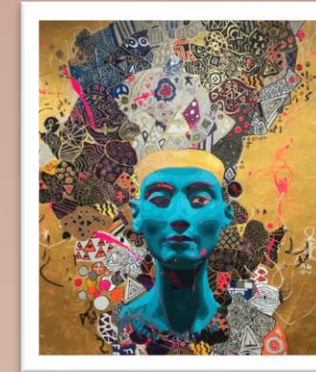
Fish



Lower Key Stage 2



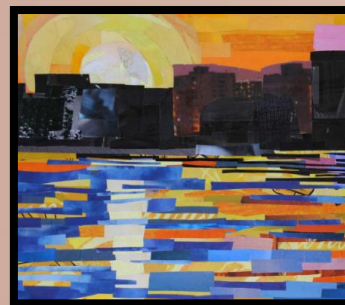
Architecture



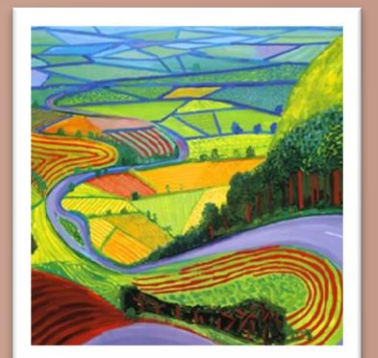
Egyptian Art



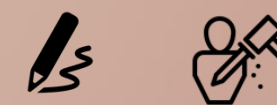
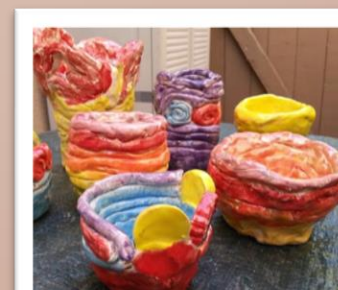
Landscapes



Landscapes



Prehistoric Art



Pottery



Upper Key Stage 2

Contemporary Art

Response to War

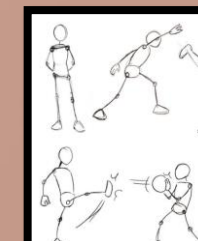
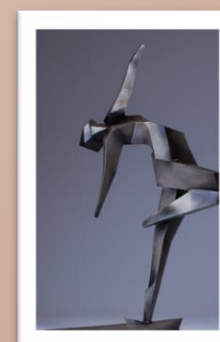
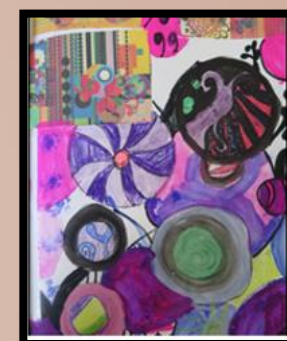
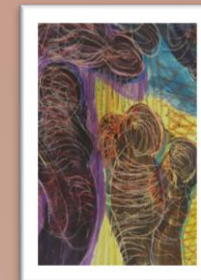
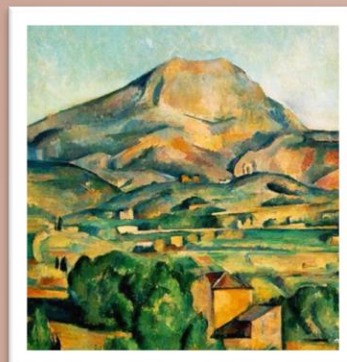
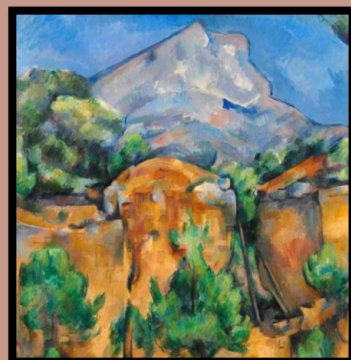
Contemporary Art

Human Form

Eyes

Expressionist Landscapes

Masks





Portraits

Transition Week

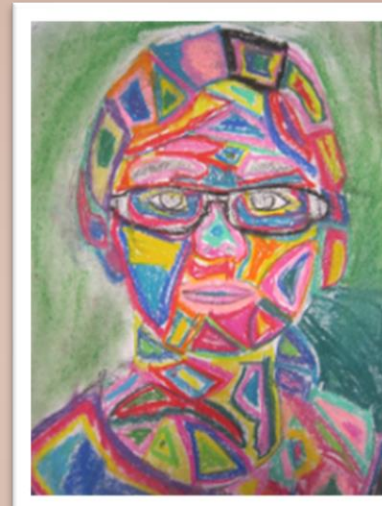
EYFS- Andy Warhol



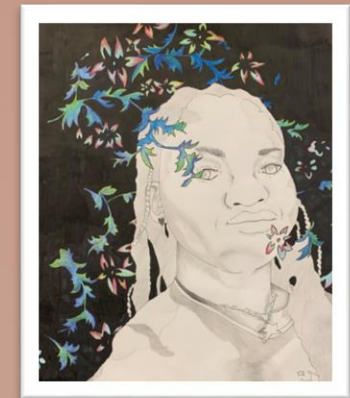
KS1- Pablo Picasso



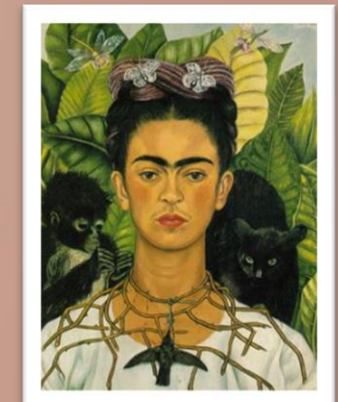
LKS2- Marten Jansen











Year 5- Kehinde Wiley











Year 6- Frida Kahlo











Autumn 2023-2024							
Year 1 and 2 – Seasons							
Artist/Style Focus- Van Gogh							
Medium Focus: Drawing and painting		   					
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Components (key Outcomes)
What is line and how can I create different types of lines in my drawings?	Who is Vincent Van Gogh and what are some of the features of his artwork?	How do I create different colours when mixing paints?	How are colours used to represent seasons?	How can I depict a season in my drawing?	How can I combine line and colour to create a seasonal picture?		
<p>Discuss the formal elements of art</p> <p>Discuss what line is in art</p> <p>Practice using a range of drawings tools different types of lines</p> <p>Discuss vocabulary used for the different types of lines</p>	<p>Recap formal elements</p> <p>-Look at the art work of Van Gogh and discuss formal elements in his art and what they like about his work</p>	<p>Recap primary colours</p> <p>Discuss secondary colours and then how adding different amounts of primary colours will create different tones (more green with yellow vs more yellow with a bit of green)</p> <p>Practice mixing secondary colours</p>	<p>Recap different seasons and what colours are associated with them</p> <p>Explore a range of artwork depicting different seasons and children to discuss colours used and how it makes them feel</p> <p>Children start to create their own drawings of a season</p>	<p>- Recap formal elements taught so far</p> <p>Children to create a few drawings that depict different seasons then choose which one they want to create as a painting</p> <p>Children to think about colours to use in the painting</p>	Children to apply colour mixing skills from previous lesson to create their own seasons picture		
<p>- Component Knowledge:</p> <p>I know what line means in art</p> <p>I can draw different types of lines</p>	<p>- Component Knowledge:</p> <p>I can name one feature of Van Gogh artwork</p>	<p>- Component Knowledge:</p> <p>- I can name the primary and secondary colours</p>	<p>- Component Knowledge:</p> <p>- I can say how colour is used to represent weather</p>	<p>- Component Knowledge:</p> <p>- I can use formal elements of line to create a picture</p>	Component Knowledge:	- Component Knowledge:	
<p>Resources</p> <p>https://www.youtube.com/watch?v=V8-Ml92bEus&ab_channel=LeafwoodLearningArtLessons</p>	Resources	Resources	Resources	Resources	Resources	Resources	
<p>Vocabulary</p> <p>Line colour emotion season Van Gogh</p>							





Spring 2023-2024							
Year 1 and 2 – Plants and Flowers							
Artist/Style Focus- Georgia O’Keefe, William Morris and Marco Marella Recap: Van Gogh							
Medium Focus: Drawing (soft pastels and pencils) and Collage		   					
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Components (key Outcomes)
Can I include shape, form and line in my observational drawings?	How have different artists drawn flowers and plants through history?	What is composition in art?	How do I use different drawing techniques to create my composition?	What is collage?	How can I create my own collage?		
<ul style="list-style-type: none"> -Practice observational drawing -learn what is meant by shape & form and line -practice different mark making using different drawing materials (pastels, pencils, pens etc.) -draw some real life (not images) plants, leaves, flowers of all different shapes and sizes 	<ul style="list-style-type: none"> - Explore the artwork of the above-mentioned artists including flowers and plants pictures by Van Gogh - Look at the word composition and what it means in a simple way (how you arrange shapes and colour to create a work) - Explore the work of the different artists and be given some key terms to describe them -Children create a single or double page on Flowers and Plants in art by the different artists. Allow freedom to copy the picture or include their own ideas using different mediums. 	<ul style="list-style-type: none"> - build on from previous lesson to discuss what is meant by composition and recap different types of composition for the flowers. - Look more closely at the work of Georgia O’Keefe and how a viewfinder might work- she doesn’t draw all the flower put parts of it. - Expose children to a range of real-life images of flowers and plants and let them us a view finder to choose their favourite bit which they will draw in similar style of O’Keeffe 	<ul style="list-style-type: none"> - Might need a skills-based lesson on using pastels and soft pastels. - Children recreate their favourite compositions from last lesson in a larger piece of work. - After they have drawn get them to choose which colours from a picture (ones they looked at in lesson 2) that they want to pick from - Children might be able to express why they have chosen certain colours 	<ul style="list-style-type: none"> - Explore what collage is and different techniques for collage - Children have a go at designing a flower/plant collage picture 	Building on from last lesson children to create their own collage inspired by plants and flowers possible in the style of one of the artists they have looked at but don’t have to be		
<ul style="list-style-type: none"> - Component Knowledge: I know what shape and form are 	<ul style="list-style-type: none"> - Component Knowledge: I can discuss ways different artists have drawn plants 	<ul style="list-style-type: none"> - Component Knowledge: I know how to use a view finder 	<ul style="list-style-type: none"> - Component Knowledge: I can use pastels to draw 	<ul style="list-style-type: none"> - Component Knowledge: I know what collage is - I can name some different collage techniques 	Component Knowledge:	<ul style="list-style-type: none"> - Component Knowledge: 	
Resources	Resources	Resources	Resources	Resources	Resources	Resources	
Vocabulary Shape line form Georgia O’Keefe, William Morris Marco Marella composition view finder collage							





Summer 2023-2024							
Year 1 and 2 – Aboriginal Art							
Artist/Style Focus- Bagu clay works, Glora Petyarre and Clifford Tjapaltjarri							
Medium Focus: Drawing (soft pastels and pencils) and Collage		   					
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Components (key Outcomes)
How can I create shape, form and line in 3D art work?	What is aboriginal art work from Australia?	How can I create earth tones when colour mixing?	How can I create a piece of art work inspired by Aboriginal art	How can I create a 2D design of a 3D object?	How can I turn my 2D idea into a 3D form? (sculpt & paint)		
Children to explore Australian artefacts and objects and images linked to aboriginal artwork Children to have play doh to shape and sculpt inspired by artefacts and images	Explore a range of aboriginal art work from Australia including the work of the artists above and Bagu clay Explore meanings behind the art work and some of the features of the style	-Recap colour mixing -Explore what is meant by tones -Explore earth tones and colours used in some work from last week -Practice mixing earth tones	- Recap features of the paintings by aboriginal artists - Children design their own and then use skills of colour mixing earth tones to create the picture	- Recap Bagu clay pieces and they style of them - Children to design some of their own which they will sculpt out of clay	Using clay children will create their own Bagu sculpture and paint it in similar styles		
- Component Knowledge: - I can mold and shape a material	- Component Knowledge: - I know some features of aboriginal art work	- Component Knowledge: - I know how to mix some earth tones	- Component Knowledge: - I can apply key elements of aboriginal art into my work	- Component Knowledge:	Component Knowledge: I can apply shaping and sculpting techniques to turn a 2D drawing into 3D piece of art work	- Component Knowledge:	
Resources	Resources	Resources https://spectrum.rosco.com/index.php/2021/01/how-to-mix-earth-tone-paint-colors	Resources	Resources	Resources	Resources	
Vocabulary Shape form line dot aboriginal mold pinch							

Autumn 2023-2024							
Year 3 and 4 – Landmarks							
Artist/Style Focus- Pam Smart, Steven Holl							
Medium Focus: Drawing (soft pastels and pencils) and Collage		   					
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Components (key Outcomes)
What are the formal elements of art?	What is architecture and how has art been inspired by architecture?	How do I create value and tone through shading and mark making?	How can I apply different formal elements when using pen?	How can I use formal elements to sketch local landmarks?	How can I design a piece of artwork inspired by local architecture?	How can I apply colour to my artwork?	
Recap formal elements they have been exposed to in KS1 Practice applying these when drawing a range of landmarks	Look at what architecture means Explore architecture in artwork and focus on two British artists Pam Smart and Steven Holl, who is also an architect, creating a double page on their art and pulling our formal elements in them	Explore creating value and toOne using shading and how these can be incorporated to shapes to give a 3D effect	- Explore that using a pen you are still drawing it is just a different material Explore formal elements using this material	- Apply formal elements sketching local landmarks using pencil and pens. Possibly use view finder so only drawing part of the landmark	Using local architecture Using inspiration from the two artists studied and other images looked at children design a piece of artwork linked to local landmarks	Children to draw their chosen artwork in pen and pencil first (focus work) Allow them to do again also but incorporate colour using different materials	
- Component Knowledge: - I can mold and shape a material	- Component Knowledge: - I know what architecture is and how it has been represented in art	- Component Knowledge: - I know what value and tone mean - I know how to shade light and hard	- Component Knowledge: - I can apply key elements of aboriginal art into my work	- Component Knowledge:	Component Knowledge: I can apply shaping and sculpting techniques to turn a 2D drawing into 3D piece of art work	- Component Knowledge:	
Resources	Resources https://www.pamsmart.co.uk/	Resources	Resources	Resources	Resources	Resources	
Vocabulary							

Spring 2023-2024							
Year 1 and 2 – Landscapes							
Artist/Style Focus- Megan Coyle							
Medium Focus: Drawing (soft pastels and pencils) and Collage		   					
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Components (key Outcomes)
How do I use media and materials to create a piece of artwork?	What is collage and how does the artist Megan Coyle use this medium in her work ?	How can I turn a painting into a collage?	How can I use sketches to help me design my landscape collage?	Can you create a landscape collage inspired by the paintings of Manel Anoro and the collages of Megan Coyle?	Can you create a landscape collage inspired by the paintings of Manel Anoro and the collages of Megan Coyle?		
Assessment lesson for pupils to explore a variety of media & materials and explore how these can be used to create a piece of artwork. Have a range of images to replicate using collage techniques – use Hook video from tate kids to inspire them. What colours will they need? Will they need to cut/tear their material? Create their own materials to use. Do they need to draw a template first before they add media and materials?	Lesson to focus on what collage is and some examples of famous collages through history (link back to tate video if needed and Picasso collage work) and then onto Megan Coyle doing an artist study into her work. She calls her technique painting with paper and more details to her methods can be found her https://megancoyle.com/category/interviews-and-talks/ Provide children with examples of her different collages of different things not just landscapes	Pupils to look at a range of images of Manel Anoro's landscape paintings and their link to Spain focussing specifically on the types of colours used and the images. Children to use a viewfinder to pull out a small part of the painting to draw and replicate in their sketchbooks to showcase the types of colours and shades used in these painting through using a variety of media/materials (pencil, crayons, pastels and watercolour) For some the images of Anoro's work might be too detailed so use a Megan Coyle collage landscape to draw or another artist with more simple landscape images-it's about designing their collage and thinking of colours	- Children are to focus on their final design in pencil and really start to think through the collage process- what materials will they use? what order will they need to create their design? What layers will go first? If time children can start to gather together materials for their collage	Explore techniques for shaping and layering materials Children create their own collage of a Spanish landscape			
- Component Knowledge: - I can shape different materials	- Component Knowledge: - I know some features of Megan Coyle artwork	- Component Knowledge: - I can create different designs	- Component Knowledge: - I can discuss my thought process for creating my collage	- Component Knowledge: - I can apply my collage techniques	Component Knowledge:	- Component Knowledge:	
Resources	Resources	Resources https://spectrum.rosco.com/index.php/2021/01/how-to-mix-earth-tone-paint-colors	Resources	Resources	Resources	Resources	
Vocabulary Shape form line texture collage layer cut paste/stick							

Summer 2023-2024							
Year 3 and 4 – Prehistoric Art							
Artist/Style Focus- Cave Art, Lascaux Caves and Picasso work inspired by them							
Medium Focus: Drawing (soft pastels and pencils) and Collage		   					
Prior Learning:				Next Steps in learning:			
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Components (key Outcomes)
How can I use different materials to create drawings in a certain style?	What does the Art in the Lascaux Caves tell us about that period?	How can I colour mix different tertiary colours?	How do I design a piece of art work inspired by history?	How can I apply my colour mixing skills to create my art work?	Time permitting		
Children to explore stone age artefacts and images of animals etc along with cave art- allow children to create large scale drawings in different mediums- think charcoal, earthy pastels	History and art merged together here. Create a double page on the cave art found in Lascaux caves and look at how art has been a part of history through mankind and what this art work depicts- society at the time	Recap earthy tones (ks1) Discuss how to mix tertiary colours in paint and what tones they give- colours like burnt sienna etc Have a go at mixing tertiary colours	- Recap elements of cave art- often depicted stories or situations Give children chance to design their own prehistoric art work which might tell a story or depict a situation	- Recap how they made certain colours - Create a piece of art work depicting the scene using different colours in particular tertiary colours and maybe line using rang of drawing materials	Do some clay based work exploring modern style fossils linked to fossils at the time then paint using tertiary colours		
- Component Knowledge: - I know different formal elements of art and how to create them	- Component Knowledge: - I know some key features of cave art	- Component Knowledge: - I know how to mix tertiary colours	- Component Knowledge: -	- Component Knowledge:	Component Knowledge:	- Component Knowledge:	
Resources	Resources	Resources https://www.celebratingcolor.com/why-are-tertiary-colors-always-defined-incorrectly/	Resources	Resources	Resources	Resources	
Vocabulary							

Autumn 1 2023-2024							
Year 5- Eyes							
Artist/Style Focus- Surrealism & Salvador Dali Eyes art							
Medium Focus: Drawing and Sculpture		   					
Piror Learning				Next Steps in learning			
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Components (key Outcomes)
How can I create tone and value in my line drawings? (pencil)	How can I create tone and value in my line drawings? (pencil crayons)	What are some the key techniques when using oil pastels?	Who is Salvador Dali and what is surrealist art?	What are some of the techniques when molding and shaping clay?	How can I turn my 2D idea into 3D? (drawing)	How can I turn my 2D idea into a 3D form? (sculpt & paint)	
-Explore different ways to make marks -Explore how to create different tone in the mark making -shading and value -hatching, cross hatching, stippling and scribbling -Explore different pencils Create a tone/value page then independent art work then apply to dragon eyes	As previous lesson but explore techniques with pencil crayons Apply directly to application of drawing dragon eyes	- Explore different techniques when suing oil pastels - Blending, stippling, scribble, -Recap value and tone to apply to work Create a pastels skills page then apply to dragon eyes	-Explore the art work of Salvador Dail and surrealism exploring key features -Look at the eye work created by Dali and try and replicate some of his art work Create a double page on surrealism and Dali	Practice molding and shaping techniques with play doh/salt dough - Recap joining clay from year 3 and 4- making a slip and cutting in - Coiling, flattening, kneading, piercing Discuss we will be making a relief clay tile of a dragon eye- relief you add and take away from it	Children will create 2D drawings of the dragon eye they hope to create and using their knowledge of shaping from previous lesson will jot down how they will create each bit.	Using clay children will create their dragon eyes Once dried they will paint- no colour mixing required as using set paint	
- - Know what value and tone mean - Can apply techniques with control	- - can apply drawing techniques with a different media (pencil crayons)	- Know the names of different pastel techniques - can apply the techniques with control	- can give some key features of surrealism	- Know the names of different sculpting techniques	-	- Can apply sculpting techniques to turn a 2D drawing into 3D with skill and control	
Resources/Equipment/Links: https://www.youtube.com/watch?v=weTv2bA6ycQ&ab_channel=ArtBites pencils	Resources/Equipment/Links: : Coloured pencils	Resources/Equipment/Links: https://www.youtube.com/watch?v=jm6wo-8rJD0&ab_channel=SakuraofAmerica pastels	Resources/Equipment/Links: https://www.tate.org.uk/kids/explere/what-is/surrealism	Resources/Equipment/Links: Salt doh/play doh	Resources/Equipment/Links: pencils	Resources/Equipment/Links: clay	
Unit Key Vocabulary: Tone Value HB B H Pastel scribbling stippling cross hatching hatching pressure molding slip clay kneading rolling Surrealism Salvador Dali							

Autumn 1 2023-2024							
Year 5- Eyes							
Artist/Style Focus- Surrealism & Salvador Dali Eyes art							
Medium Focus: Drawing and Sculpture		<div></div>					
Piror Learning				Next Steps in learning			
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Resources/Equipment/Links: https://www.youtube.com/watch?v=weTv2bA6ycQ&ab_channel=ArtBites pencils	Resources/Equipment/Links : Coloured pencils	Resources/Equipment/Links: https://www.youtube.com/watch?v=jm6wo-8rJD0&ab_channel=SakuraofAmerica pastels	Resources/Equipment/Links: https://www.tate.org.uk/kids/exploration/what-is/surrealism	Resources/Equipment/Links: Salt doh/play doh	Resources/Equipment/Links: pencils	Resources/Equipment/Links: clay	
Unit Key Vocabulary: Tone Value HB B H Pastel scribbling stippling cross hatching hatching pressure molding slip clay kneading rolling Surrealism Salvador Dali							

Spring 1 2023-2024

Year 5 & 6- Landscapes

Artist/Style Focus- Expressionism





Medium Focus: Drawing and Sculpture







Prior Learning

Next Steps in learning

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Components (key Outcomes)
What is expressionism?	How can I create different techniques in watercolour?	How can I create different colours, tints and tones using paint?	What is perspective in art?	How can I design an expressionist landscape?	Apply- How can I apply my knowledge of colour to create an expressionist landscape?		
Double page on the key features of expressionism and link to formal elements and emotions in art	Explore/recap water colour techniques with children Apply- use colours mixing of watercolors for an expressionist style picture	Explore some key elements of painting- colour mixing, tints, tones and values. Allow children to practice colour mixing	Explore what perspective is in art Link to landscape and other expressionist paintings	Explore images of landscapes without colour (black and white) and discuss how we can add more colour, line to reflect mood. Create some sketches they want to use linking to the landscapes and colours they would use	Children create an expressionist landscape painting using either water colour or paint		
<div>- Component Knowledge</div> <div>- Know some key features of expressionist artwork</div> <div>-</div>	<div>- Component Knowledge</div> <div>- I know different watercolour techniques</div>	<div>- Component Knowledge</div> <div>- I know how to colour mix a variety of colours, tints and shades</div>	<div>- Component Knowledge</div> <div>I know some key features when creating perspective in art</div>	<div>- Component knowledge</div>	<div>- Component knowledge</div>		
Resources/Equipment/Links:	Resources/Equipment/Links	Resources/Equipment/Links:	Resources/Equipment/Links:	Resources/Equipment/Links:	Resources/Equipment/Links:	Resources/Equipment/Links:	
Key Vocabulary:							

Spring 1 2023-2024							
Year 5 & 6- Landscapes							
Artist/Style Focus- Expressionism							
Medium Focus: Drawing and Sculpture		<div></div>					
Piror Learning				Next Steps in learning			
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Components (key Outcomes)
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- Component Knowledge - Know some key features of expressionist artwork -	- Component Knowledge - I know different watercolour techniques	- Component Knowledge - I know how to colour mix a variety of colours, tints and shades	- Component Knowledge I know some key features when creating perspective in art	- Component knowledge	- Component knowledge		
Resources/Equipment/Links:	Resources/Equipment/Links	Resources/Equipment/Links:	Resources/Equipment/Links:	Resources/Equipment/Links:	Resources/Equipment/Links:	Resources/Equipment/Links:	
Key Vocabulary:							

Spring 1 2023-2024							
Year 5 & 6- Masks							
Artist/Style Focus- Maya Masks and Kimmy Cantrell							
Medium Focus: Drawing and Sculpture		<div></div>					
Piror Learning				Next Steps in learning			
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Components (key Outcomes)
Why were masks worn and are masks art?	Who is the artist Kimmy Cantrell and how has he been inspired by masks in history?	How can I use formal elements to design my own mask art?	How can I turn my drawing into a piece of art with texture and form?				
Explore masks through history and why they were worn. Discuss how you would define artwork and why masks could be considered art or not Create double page	Create a double page on the artist Kimmy Cantrell Explore formal elements of art in his artwork	Taking inspiration from all the masks explored they will design their own masks	Discuss texture using different materials Children create their own masks using a range of materials				
<div><div>- Component Knowledge</div><div>- I know some features of masks and why they are considered art</div></div>	<div><div>- Component Knowledge</div><div>- I know some key features of Kimmy Cantrell artwork</div></div>	<div><div>- Component Knowledge</div><div>- I know what the formal elements of art are</div></div>	<div><div>- Component Knowledge</div><div>I can combine materials to show texture</div></div>	<div><div>- Component knowledge</div></div>	<div><div>- Component knowledge</div></div>		
Resources/Equipment/Links:	Resources/Equipment/Links	Resources/Equipment/Links:	Resources/Equipment/Links:	Resources/Equipment/Links:	Resources/Equipment/Links:	Resources/Equipment/Links:	
Key Vocabulary:							

**“Learn the rules
like a pro, so you
can break them
like an artist.”
Pablo Picasso**

