





Itchen Abbas Primary School Scheme of Work for Art and Design



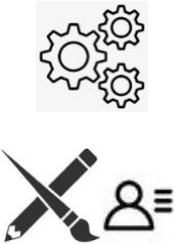

Threshold concepts for Art

Thresholds Concepts – These need to be explicitly taught and explained each time they are covered. The symbol in the planning will inform you which concept is being taught. Retrieval – you must refer to previous examples of when the threshold concept was taught when you teach new knowledge to support children in developing their concept schemas and make links in their learning.





Threshold concept symbol	Threshold concept title and descriptor	NC aim it links to
	Develop ideas This concept involves understanding how ideas develop through an artistic Process using critique and evaluation of own work and others.	<ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experience. Evaluate and analyse creative works using the language of art, craft and design.
	Develop artistic vocabulary. This concept involves understanding and developing the vocabulary and terminology surrounding art, craft and design.	<ul style="list-style-type: none"> Evaluate and analyse creative works using the language of art, craft and design.
	Master techniques. This concept involves developing and enhancing skills through exploration and experimentation to express and communicate ideas.	<ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experience. Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
	Be inspired. This concept involves learning about and from the artistic process and techniques of great artists culturally and throughout history.	<ul style="list-style-type: none"> Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.





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Squirrels Cycle A (Yr R & 1)	Unit of Work Title	Threshold concept symbol	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning	Key vocabulary
Autumn 1	Our Area		<p>Activities: Map drawings, painting with various colours, landscape paintings/pastel pictures.</p> <ul style="list-style-type: none"> • Painting & drawing Year R – children are taught to name, choose and match primary and secondary colours (and explore other colours through colour mixing). Children hold and control a variety of media and use them to make and repeat various lines. Children use lines to create shapes, patterns and textures. • Painting and drawing Year 1 – children name primary, secondary and some tertiary colours and qualify their tonal value, mix and match basic colours and make them lighter and darker, 'colour in' accurately with paint as well as drawing materials. Children use lines and marks to create an increasing range of shapes, patterns and textures. 	<p>What are the names of the colours that you know? How can you make green? Orange? Purple? What primary colour is the lightest?</p>	<p>Primary, secondary, tertiary, tone, mix, hue, tint, tone, shade, sketch.</p>
			<p>Artists, craftsmakers, designers: Ton Schulten, Claude Monet (compare artists work) Kandinsky (only colour mixing).</p>	<p>What is an artist? What illustrators do you know of? What paintings have you seen? Where were they?</p> <p>Yr 1s – what artists can you remember from last year? What artwork were they famous for?</p>	




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Autumn 2	Nature art		<p>Activities – produce group and individual nature sculptures using resources outside, exploring dyes from plants to create art using nature, artwork using leaves. Build using toy materials following instructions.</p> <ul style="list-style-type: none"> • Sculpture Year R – Children mould and create simple shapes with malleable materials, develop the language to describe structures achieved. • Sculpture Year 1 - Children follow instructions to assemble and dis-assemble a range of construction kits to build specific objects, use a wider range of tools to cut, shape and impress patterns and textures in a range of materials. 		Mud, natural material, build, sculpt, compare, arrange, shapes.
			Arts, craftmakers, designers – Tim Pugh	What artist did you explore last half term? How are they similar different?	
Spring 1	Toys		<p>Activities – Weaving and knitting to make warm fabrics. Design and sew a toy – bean bag/teddy bear.</p> <ul style="list-style-type: none"> • Textiles Year R – Children collect and classify fabrics and threads into colours and different textures, hold scissors and cut fabrics and threads. • Textiles Year 1 – Children cut fabric into basic shapes, cut threads into a variety of similar lengths, weave with paper and card on a warp made from smooth threads, thread a large eyed needle, sew straight stitches. 	<p>What do we use fabric for? How do you think it is joined together?</p> <p>Yr 1s – Last year you made a fabric bag, how did you join the materials? How did you decorate your bag? What was the purpose?</p>	Sew, join, weave, warp, thread, texture, classify/sort, texture, cut, needle, wool, stitch.
			Arts, craftmakers, designers – Ty Warner – beanie baby designer.	Last term you explored Ton Schulten and Claude Monet. How did your paintings and drawings look similar to their work? How	

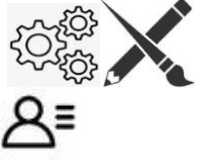

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				will Ty Warner influence your designs?	
Spring 2	China		<p>Activities – Observational drawings of objects (paying attention to detail), painting/drawing outside on tiles, use art apps to create pictures, use cameras to take pictures of outdoor art.</p> <ul style="list-style-type: none"> • Painting and drawing Year R – Children describe people, objects and places using simple art specific language especially related to colour and shape, use lines to create shapes, patterns and textures. • Painting and drawing Year 1 – Children ‘colour in’ accurately with paint as well as drawing materials, develop use and control of an increasing variety of media, to name them and to begin to predict the results that they might achieve, make drawings and paintings to show increasing detail, context and use of visual elements, work to the size of the paper or surface. • Art and ICT Year R – Children use paint packages to make pictures, select and name colours for paint activities, begin to use digital cameras to record own work, stick photographs in sketchbooks or learning journals, begin to use an art package as a medium. • Art and ICT Year 1 – Children use a range of art packages to convey their ideas, as one of a range of media, use some simple tools in art packages, save digital pictures or videos on a computer, use digital cameras to record collaborative and 3D work and record in sketchbooks. 	<p>Last term you used pencils and paper to sketch maps. How did you draw curved/straight lines?</p> <p>Year 1s – Last year you used ICT to create collage pieces of work. How did you work your iPad?</p>	Observation, sketch, hue, watercolour, lighter/darker, bright, detail,

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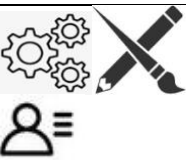


			Arts, craftmakers, designers – Paul Cezanne fruit paintings	Last term you explored Claude Monet, how was his work similar/different? What do you notice about the colours he uses?	
Summer 1	Vehicles		<p>Activities – Children explore landscapes with magazine collages, ripped paper landscapes. Create group collage using images from the internet, create art with paint app and print to add to collage, nature walks to collect photos of landscapes to use in art collages.</p> <ul style="list-style-type: none"> • Collage year R – Children hold and cut a range of materials, tear paper into strips and simple shapes, classify materials into textures and colours. • Collage year 1 – Children make their own simple collage choosing and applying various coloured, textured and patterned materials, talk about the work of others and use language appropriate to the visual elements of shape, texture and colour. Work as a member of a group producing a single collage. • Art and ICT Year 1 – Children use images found on the computer in sketchbooks, print and sources images for inspiration, use online galleries to look at art works linked to themes and topics, create patterned pages using a paint programme to add to collage, use photographed textures and patterns to add to collages, recognise and use ICT techniques used by other artists, use a digital camera or digital video camera to take appropriate pictures/videos for a specific purpose. 	<p>How could we use ripped paper to make a picture? How could we use ICT for our artwork?</p> <p>Last term we used an app to create our own artwork, how did it work? How was it different to art on paper?</p>	Collage, rip/tear, landscape, media, layer, material, glue, sticking, photo, video.
			Arts, craftmakers, designers – Ben Lewis Giles (collage artist – explore landscape pictures).	Does this artist remind you of any illustrators? Other artists?	

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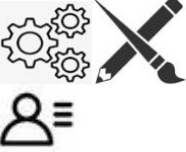
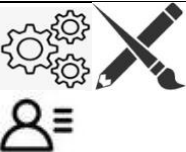
Summer 2	Trees		<p>Activities – Handprint trees, large scale pontillism (see BBC clip) create splatter tree, print/ create rubbings with natural resources (leaves, sticks etc).</p> <ul style="list-style-type: none"> • Printmaking Year R – Children load and object with paint and print it, make rubbings from textures objects, recognise pattern in natural and man-made objects. • Printmaking Year 1 – Children load a range of different kinds of objects with paint and print them, investigate a range of other techniques. • Painting and drawing Year R – Children use lines to create shapes, patterns and textures, securing Autumn 1 objectives. 	<p>What do trees look like? Are they all the same? Why are they important? What do trees feel like?</p> <p>Year 1s – Last year you used different techniques to print a design onto a Christmas card. How did you draw your design? What did you use to print?</p>	Print, rubbings, cover, nature, texture, surface, pointillism, scale, compare.
			<p>Arts, craftmakers, designers –Revisit Kandinsky trees, Ruth Bailey splatter trees (compare artists).</p>	<p>How does the artwork make you feel? How are the artists similar/different? Do they remind you of any artists/places that you know?</p>	

Squirrels Cycle B (Yr R & 1)	Unit of Work Title	Cross curricular Links	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning	Key vocabulary
Autumn 1	Portraits/ Self- portraits.		<p>Activities – Drawing of portraits, self-portraits, take photographs and turn into Picasso style portrait.</p> <ul style="list-style-type: none"> • Painting and drawing Year R –Children hold and control a variety of media and use them to make and repeat various lines. Children use lines to create shapes, patterns and textures. • Painting and drawing Year 1 – Children use lines and marks to create an increasing range of shapes, patterns and textures, work to the size of the paper or surface, make 	<p>Look in mirrors – what do you notice about your face? Look at a friends – how is their face similar/different to yours?</p> <p>Year 1s – Last year you used cameras on the iPads to photograph on your welly walk. How did you take the picture and print it? What did you do</p>	Portrait, self-portrait, sketching, shading, tone, cubism, sculpture.


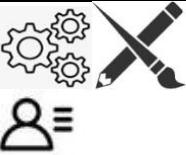

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			<p>drawings and paintings to show increasing detail, context and use of the visual elements.</p> <ul style="list-style-type: none"> • Art and ICT Year R – Children create papers using a paint programme to cut and add to collage work, take and use photographs to add to collage work, • Art and ICT Year 1 – strengthen skills above. 	afterwards? How did you use the picture in your artwork?	
			<p>Arts, craftmakers, designers – Joan Miro (sculptures), Picasso (compare how they portray people in different ways).</p>	<p>How does Picasso's artwork make you feel? Why?</p> <p>Year 1s – Last year we explored many artists, can you remember them? Were they all famous for painting? How are they similar/different to Joan Miro/Picasso?</p>	
Autumn 2	Christmas		<p>Activities – learn to print with a variety of resources natural and man-made to create a front cover print for a Christmas card (including bubbles, foam, potatoes etc), explore monoprints with wax crayons.</p> <ul style="list-style-type: none"> • Printmaking Year R – Children load and object with paint and print it, make a range of other print, e.g from bubbles. • Printmaking Year 1 – Children make a monoprint using wax crayons, investigate a range of other techniques. 	<p>What designs might we use for Christmas time? What happens when you pop a bubble?</p> <p>Year 1s – Last year you made prints using natural resources. What did you use them for? What patterns did they make?</p>	Print, carve, cover, fold, load, materials, design, repeat.
			<p>Arts, craftmakers, designers – explore card prints.</p>	<p>Compare.</p> <p>Which do you prefer? Why?</p>	
Spring 1	Spring - Weather		<p>Activities – Tissue paper spring picture collage.</p> <ul style="list-style-type: none"> • Collage Year R – Children apply adhesive sparingly and place glued surfaces together accurately, hold and cut a range of materials, tear paper into strips and simple shapes, classify materials into textures and colours. 	<p>What do we know about spring time? What flowers can you see? How do we cut materials? What is the safest way of holding scissors?</p>	Collage, bleed, glue, spread, tear/rip, cut/shape, twist, layer.



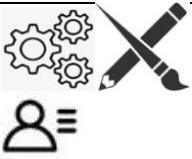
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			<ul style="list-style-type: none"> Collage Year 1 – Children cut straight lines from a range of materials with some accuracy, apply adhesive sparingly to a range of materials and stick them down accurately, tear paper into strips and shapes with some accuracy, classify materials into colours and surface textures. 	Year 1s – Last year you made a collage using magazine materials. How	
			Arts, craftmakers, designers – Victoria Bellas Carter.	What do you notice about her work? What do you like/dislike? How will you use her work to influence your design?	
Spring 2	Great Fire of London		<p>Activities – Pastel fire backdrops with black paper house silhouettes, junk model tudor houses to begin topic then set fire to outside.</p> <ul style="list-style-type: none"> Collage – secure previous learning in Spring 1. Sculpture Year R – Children combine boxes and other materials to create junk models. Sculpture Year 1 – Children build junk models and prepare them for painting and decorating by covering them with layers. 	<p>What do we know about the Great Fire of London? What did the houses look like?</p> <p>How do we create junk models? How do two materials stick together?</p> <p>Year 1s – Last year you would have made junk models using cardboard. How did you decorate them? Stick them together?</p>	Junk modelling, stick, create, blend, shadow, silhouette, layer.
Spring 2	Spring - Animals		<p>Activities – Clay spring animal sculptures, DT – pop up cards.</p> <ul style="list-style-type: none"> Sculpture Year R – Children mould and create simple shapes with malleable materials, use simple tools to cut, shape and impress patterns and textures in a range of materials, develop the language to describe structures achieved. Sculpture Year 1 - Children use a wider range of tools to cut, shape and impress patterns and textures in a range of material, mould malleable materials, fold, pleat and cut paper and thin card of varying thickness. 	<p>How can we change the shape of clay? How have you made objects using playdough?</p> <p>Year 1s – Last year you made sculptures out of natural objects. How did you put them together? What material did you use for your sculpture? Why?</p>	Mould, create, sculpt, patterns, lines, fold, material, twist, stick, bend.


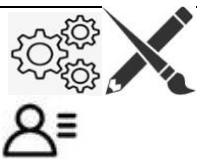
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			Arts, craftmakers, designers – explore Winchester sculpture ‘Hampshire Hog’ by David Kemp.	In the Autumn term we looked at the sculptor Joan Miro – what was her work like? Is it similar/different to David Kemp? How?	
Summer Term	Plants		<p>Activities – Create a fabric bag with painting, explore tie dye technique and create a handkerchief/ sharpie flower design, make a bead bracelet/necklace, explore tie dye technique and create a handkerchief.</p> <ul style="list-style-type: none"> Textiles Year R – Children collect and classify fabrics and threads into colours and different textures, hold scissors and cut fabrics and threads, thread beads onto lace or string. Textiles Year 1 - Children cut fabric into basic shapes, cut threads into a variety of similar lengths, thread a large eyed needle, sew straight stitches. 	<p>What is a bag? What is it used for? What patterns do you see on bags? Why? How could they be made? Year 1s – Last year you made bean bag toys/teddies. How did you keep the stuffing inside your toy?</p>	Dye, fabric, stitch, thread, patterns, cut, measure, designer, fashion.
			Arts, craftmakers, designers – Cath Kidson, revisit Kandinsky and use of colours.	Look at the designer – what is similar in her work? Do you like it or not? Why?	





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Hedgehog s Cycle A (Yr 2 & 3)	Unit of Work Title	Threshold Concept symbols	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning	Key vocabulary
Autumn 1	Titanic		Activities – Junk modelling titanic – show box cabin, clay crabs. <ul style="list-style-type: none"> Sculpture Year 2 – Children build junk models and prepare them for painting and decorating by covering them with layers. Sculpture Year 3 - Children mould malleable materials to create objects and people from a range of component shapes, use simple techniques for building and joining clay, use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials, create simple shapes from paper and card. 	In Squirrels you made junk models Tudor houses. What materials did you use? How did you make them look realistic? How did you stick the materials together?	Model, card, cut, shape, stick/join, layer, role, cut, wet, harden, soften.
			Arts, craftmakers, designers – Chie Hitotsuyama	In Squirrels you looked at David Kemp and made your own animal sculptures. What materials are similar/different? How did you use Kemp's work to inspire your own? How could you use Chie's techniques to influence your work?	
Autumn 2	Optical art		Activities – Create own optical artwork using a range of media. <ul style="list-style-type: none"> Drawing and painting Year 2 – Children use lines and marks to create an increasing range of shapes, patterns and textures, work to the size of the paper or surface, make drawings and paintings to show 	In Squirrels you drew maps. What did you use to draw straight lines? What happens if you press hard or soft with your pencil? What do you know about making patterns? What colours match together? What are the	Sketch, optical, shape, illusion, straight, curved, measure, shade, colours.




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			<p>increasing detail, context and use of the visual elements.</p> <ul style="list-style-type: none"> Drawing and painting Year 3 – Children use and control more specialist media to explore ways in which they can be applied to achieve particular effects, identify key visual elements in their work and in the work of others, begin to adapt colours to achieve tonal effects, patterns and textures. 	brightest/bold colours that would stand out?	
			Arts, craftmakers, designers – Bridget Riley, Victor Vasarely, Richard Allen	In Squirrels you explored artists that work with bright colours, who were they? (Kadinsky/Ton Schulten) What effect did these colours have on the people viewing the art?	
Spring 1	Moon landing		<p>Activities – Moon button collage, space picture/ flicking effect for galaxy, produce picture of famous woman in the style of Frida Khalo.</p> <ul style="list-style-type: none"> Collage Year 2 - Children cut straight lines from a range of materials with some accuracy, apply adhesive sparingly to a range of materials and stick them down accurately. Collage Year 3 – Children apply adhesive sparingly and stick shapes down accurately, cut complex shapes from a range of materials with some accuracy. Drawing and painting Year 2 – Children make drawings and paintings to show increasing detail, context and use of the visual elements. Drawing and painting Year 3 – Children identify key visual elements in their work and in the 	What does collage mean? What collages did you make in Squirrels (magazine landscapes). What materials did you use? What was the effect? How could you make your artwork stand out?	Collage, material, adhesive/stick, arrange, effect, visual, colours, artist, brush strokes, bold/bright hues, mixing, surrealism.



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			work of others, begin to adapt colours to achieve tonal effects, patterns and textures.		
			Arts, craftmakers, designers – Frida Kahlo – bright pictures.	In Squirrels, last term, you explored artists that use bright colours. How did they make you feel? What clues does artwork give to where the artist is from? Where could she be from? How do you know?	
Spring 2	Easter		Activities – Easter tile printing (making an Easter card). <ul style="list-style-type: none"> Printmaking Year 2 – Children make a simple printing block from polystyrene tiles or similar, ink up a block and print regular and irregular patterns. Printmaking Year 3 – Children build a printing block by applying materials, to ink up a block and print regular and off set patterns. 	In Squirrels you printed Easter cards, how did you design your tile? What materials did you use? How did you stick your printing materials to the tile?	Print, ink, cover, peel, tiles, stick, curved, straight, repeat, bright/bold, computer, effect, pop art.
			Arts, craftmakers, designers – Andy Warhol, Roy Lichtenstein - pop art.	Last term you explored the artist Friday Kahlo, why she use bright colours? Why do you think the patterns are repeated?	
Summer 1	Plants		Activities – Produce face picture using fruits/vegetables and pictures from the internet/photographs. <ul style="list-style-type: none"> Art and ICT Year 2 – Children combine and/or change digital photographs in a paint package, combine photographs with other techniques. Art and ICT Year 3 – Children use a digital camera or video to take pictures or video for a specific purpose within their artwork, use photo editing software to manipulate images, 	In Squirrels you used the iPads to create your own artwork. How did you use them? (painting app, photography).	Picture, arrange, crop, edit, photograph, video, image, collage.



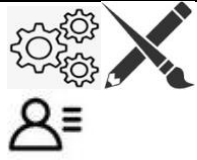
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			use photographs and digital images as starting points for art work.		
			Arts, craftmakers, designers – Arcimboldo study	In Squirrels you explored an artist who worked with fruit (Cezanne) how is his work similar/different?	
Summer 2	Childhood throughout the years		<p>Activities – paper Mache self-portraits, use balloons as a base, decorate with materials to represent hair/top of clothing etc.</p> <ul style="list-style-type: none"> • Sculpture Year 2 – Children build junk models and prepare them for painting and decorating by covering them with layers of paper, use a wider range of simple tools to cut, shape and impress patterns, fold pleat and cut paper and thin card of varying thickness. • Sculpture Year 3 – Children create simple shapes from paper and card, create paper-mache from paper and card. • Textiles Year 2 – Children dye a range of fabric and threads for collage purposes, cut fabrics into basic shapes. • Textiles Year 3 – Children cut and apply fabrics and threads with some accuracy, create and apply new fabric textures. 	In Squirrels you made self-portraits, how did you draw your body parts on your face? How could we make them 3D? What happens when we layer up materials?	Fabric, paper-mache, scrunch, fold, effect, thickness, shape, cut, wax, batik, dye.
			Arts, craftmakers, designers – Hokusai	What colours do blue make you think of? Why? What artists have you learnt about? Are any of the artists similar to Hokusai?	

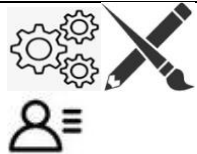
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Hedgehogs Cycle B (Yr 2 & 3)	Unit of Work Title	Threshold Concept symbols	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning	Key vocabulary
Autumn	Stone Age (Autumn 2)		<p>Activities – Produce starry night scene with silhouette of a Stone Age village.</p> <ul style="list-style-type: none"> • Drawing and painting Year 2 - Children use lines and marks to create an increasing range of shapes, patterns and textures, work to the size of the paper or surface, make drawings and paintings to show increasing detail, context and use of the visual elements. • Drawing and painting Year 3 – Children use and control more specialist media to explore ways in which they can be applied to achieve particular effects, identify key visual elements in their work and in the work of others, begin to adapt colours to achieve tonal effects, patterns and textures. • Collage Year 2 – Children cut straight lines from a range of materials with some accuracy, apply adhesive sparingly to a range of materials and stick them down accurately. • Collage Year 3 – Children apply adhesive sparingly and stick shapes down accurately, cut complex shapes from a range of materials with some accuracy. 	<p>In Squirrels you explored silhouette pictures of Great Fire of London – what effect did this have?</p> <p>In Squirrels you developed your drawing and painting skills, what tools did you use? What kind of paints did you use? What happens when you mix the primary colours? What are the secondary colours?</p>	Tone, strokes, texture, pattern, cut, silhouette, effect, hue, layer.
			Arts, craftmakers, designers – Vincent Van Gogh	Year 3s – last year you explored the artist Houksai – how was his work similar or different?	




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Autumn 2	Christmas		<p>Activities – Pontillism picture flowers linking to Van Gogh, make Christmas stocking – decorate fabric.</p> <ul style="list-style-type: none"> Textiles Year 2 – sew individual straight stitches as decoration on suitable open-weave fabrics, classify fabrics and threads by colour and texture. Textiles Year 3 – Children thread and sew with fine needles, sew with straight stitches to create patterns and surface decoration, use sewing to apply one fabric to another. Printmaking Year 2 - Children load a range of different kinds of objects with paint and print them. Printmaking Year 3 - Children investigate a range of printing techniques with a range of objects and as represented in the work of other artists. 	<p>In Squirrels you made pointillism trees, how did you make the dot effect?</p> <p>You also made your own toys/bags in hedgehogs, what stitches did you use? How did you join your materials together?</p>	Stitch, sew, join, pocket, weave, decorate, pontillism, print.
			Arts, craftmakers, designers – George Suerat	Which artists have you explored so far? How does the artwork make you feel? Why? What colours are used?	
Autumn 2	Stone Age		<p>Activities – Create charcoal cave paintings, practise on art app first, create presentation about cave paintings.</p> <ul style="list-style-type: none"> Drawing and painting Year 2 - Children use lines and marks to create an increasing range of shapes, patterns and textures, work to the size of the paper or surface, make drawings and paintings to show increasing detail, context and use of the visual elements. Drawing and painting Year 3 – Children make drawings and paintings that include detail and context, use and control more specialist media 	<p>In Squirrels you sketched maps, what did you use? What happened when you pressed lightly/hard with the pencil?</p> <p>In Squirrels you used ICT to make artwork and take photographs. You will now use it to find pictures of cave paintings.</p>	Charcoal, sketch, blend/smudge, pressure, tone, effect, layer, scale, patterns, textures.


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			<p>to explore ways in which they can be applied to achieve particular effects.</p> <ul style="list-style-type: none"> • Art and ICT Year 2 – Children find images online to support research and own work, use favourites file with websites and activities selected by the teacher, save and print own artworks. • Art and ICT Year 3 – Children find images for inspiration and collect them in an art images file, explore new tools within an art package as appropriate to task/purpose, use information from a range of different sources on the internet in order to put together a presentation on a theme or genre. 		
Spring 1	Materials		<p>Activities – Collage using different materials based on the author/ illustrator Jeannie Baker.</p> <ul style="list-style-type: none"> • Collage Year 2 –Children classify materials into colours and surface textures, cut straight and curved lines from a range of materials with some accuracy. • Collage Year 3 –Children cut complex shapes from a range of materials with some accuracy, change the surface of materials. • Textiles Year 2 – Children dye a range of fabrics and threads for collage purposes, cut fabrics into basic shapes. • Textiles Year 3 – Children cut and apply fabrics and threads with some accuracy, create patterns in fabric as a result of dying, create and apply new fabric textures. 	<p>In Squirrels you made landscape collages using magazines, How did you shape the materials? What happened when you layered them?</p> <p>Year 3s – Last year you made moon collages, what materials did you use to represent the different colours of the moon?</p>	<p>Mixed media, materials, texture, illustrator, photography, dye, fabric, collage, shape, layer.</p>

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			Arts, craftmakers, designers – Jeannie Baker, William Morris (designer).	What illustrators do you know? What illustrators draw? Paint? Use materials?	
Summer 1	Romans		<p>Activities – Foil printing, roman jewellery, Roman pots.</p> <ul style="list-style-type: none"> • Printmaking Year 2 – Children investigate a range of other techniques. • Printmaking Year 3 - Children investigate a range of other printing techniques, use the computer to create patterns. • Sculpture Year 2 – Children use a wider range of tools to cut, shape and impress patterns and textures in a range of materials, mould malleable materials to create shapes that can be combined to make objects. • Sculpture Year 3 – Children mould malleable materials to create objects and people from a range of component shapes, use simple techniques for building and joining clay, use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials. 	<p>In Squirrels you made animal sculptures. How did you manage the air modelling materials? What happened when the sculpture dried? How did you decorate your work?</p> <p>Year 3s – Last year you made clay crabs. How did you manage the clay, what helped/didn't help strengthen the structure? What did you use to decorate?</p> <p>You also completing tile printing – how did you design and make your tiles? What materials did you use?</p>	Mould, shape, press, pinch, wet, dry, print, carve, media, tools, material, pattern, manipulate.
Summer 2	Italy		<p>Activities –mosaics, Matisse style collage to show something about Italy.</p> <ul style="list-style-type: none"> • Collage Year 2 - Children cut straight lines from a range of materials with some accuracy, apply adhesive sparingly to a range of materials and stick them down accurately, tear paper into strips and shapes with some accuracy, classify materials into colours and surface textures. 	Last term you completed Jeannie Baker collages, what materials did you use? What effect were you trying to make? How did you layer your materials? What effect did this have?	Stick, collage, mosaic, artist, artist, texture, arrange, adhesive, colour, layer.

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			<ul style="list-style-type: none"> Collage Year 3 – Children tear paper to pre-determined strips and shapes, apply adhesive sparingly and stick shapes down accurately. 		
			Arts, craftmakers, designers – Matisse	What artists do you like/dislike why? How does the art make you feel? Why? Year 3s – how is this work similar to Frida Kahlo/pop art/Optical art (bright colours)?	

Otters Cycle A (Yr 4 & 5)	Unit of Work Title	Threshold Concept symbols	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning	Key vocabulary
Autumn 1	Anglo Saxons		Activities – Saxon sketches using pastels, charcoal, sketching pencils, exploring Lindisfarne Gospels and create polystyrene printing tiles. <ul style="list-style-type: none"> Drawing and painting Year 4 – Children describe what they have achieved and how it was produced using art language, begin to match the approach to the scale of the work, recognise and apply the proportions of the human body. Drawing and painting Year 5 – Children describe what they have produced using a range of art specific vocabulary that names media, tools and equipment and defines the processes of working in the context of the key elements, discover know and use the proportions of the human body. 	In Hedgehogs you used charcoal and pastels to create cave paintings, what effects can you remember? What happens when you smudge the lines? In Hedgehogs you made string tiles for Easter cards, how did you plan out your design? When you evaluated did you change it? Why? How did you stick your materials? What colours did you choose why?	Complementary, contrasting colours, orientation, tessellate, sketch, charcoal, outline, repeating pattern.

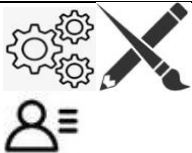

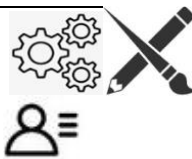
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			<ul style="list-style-type: none"> • Printmaking Year 4 – Children make a more complex printing block from polystyrene printing tiles or similar. • Printmaking Year 5 – Children make a more complex printing block from polystyrene printing tiles or similar cutting it to apply more than one colour, develop offset prints that investigate a range of tessellated approaches, relate their work to other artists and describe how their prints could have been made. 		
			Arts, craftmakers, designers, architects – Cressida Cowell, William Wykeham (architect of Winchester Cathedral).	In Hedgehogs you explored the illustrator Jeannie Baker, what techniques did she use? How is this similar/different to Cressida?	
Autumn 2	Local Study - Hampshire		<p>Activities – Landscape paintings – contact local artist to come in and do workshop with the school. Emma Lowres?</p> <ul style="list-style-type: none"> • Drawing and painting Year 4 - consolidating skills above. • Drawing and painting Year 5 – consolidating skills above. 	In Squirrels you explored landscape collages, what materials did you use? What is a landscape? What are scenic landscapes?	Landscape, scenic, hues, watercolour, acrylic,
Spring 1	Australia		<p>Activities –explore different types of bridges including London Bridge, compare London and Australia bridges to help influence designs.</p> <ul style="list-style-type: none"> • Sculpture Year 4 – Children mould malleable materials to create objects and people from a range of component shapes, use simple techniques for building and joining clay, use a wider range of simple tools to cut, shape and 	What do we know about bridges? What are they used for? What famous bridges do you know of? How do you think bridges are built?	Sculpture, mould, design, create, impress, texture, cut, join, decorate.


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			<p>impress patterns and textures in a range of materials.</p> <ul style="list-style-type: none"> • Sculpture Year 5 – Children design and create planned sculptures from single and combined media using a range of techniques for building, joining and decorating clay, using a wide range of tools to cut, shape and impress patterns and textures. 		
			<p>Arts, craftmakers, designers, architects – Micheal Leeming (architect of London Bridge).</p>	<p>What architects do you know of? Research famous buildings around the world to activate prior knowledge.</p>	
Spring 2	Vikings		<p>Activities – Make a Viking brooch, use ICT to research Viking symbols and create a cardboard tile design to print onto brooch.</p> <ul style="list-style-type: none"> • Art and ICT Year 4 – Children create ICT files of their own art work, use ICT to create a montage/collage on screen using images, photographs and text, use digital cameras to photograph collaborative, non-permanent and 3D work thinking about size, angle, viewpoint etc as a record for sketchbooks for evaluation. • Art and ICT year 5 – Children develop a system for organising images of own artwork and collected images, critically evaluate work and its effectiveness and fitness for purpose, consider choices such as angle, light, focus, closeness and composition when using a digital camera, use digital images as starting points for art work, combine an image created in ICT with other art materials. 	<p>In Hedgehogs, you used ICT to research cave paintings. How did you use the search engine? How can you save an image? How could you use research to inspire your designs?</p> <p>Earlier in the year you made polystyrene printing tiles. How did you carve your designs? What did you use to make your print? (ink/paint) Which was the boldest?</p>	<p>Design, research, pattern, everyday objects, tiles, print, impress.</p>

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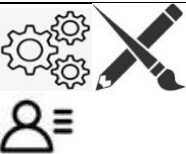
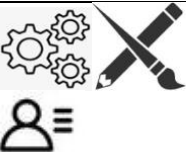
			<ul style="list-style-type: none"> • Printmaking Year 4 – Children investigate a range of other printing techniques, use the computer to create patterns. • Printmaking Year 5 – Children develop the art language to enable them to identify and talk about pattern and texture in natural and made objects. 		
Summer 1	Animals		<p>Activities – Paper Mache river/ water cycle – coat with plaster to secure structure/ make plaster cast mountains OR make sculptures of river side animals.</p> <ul style="list-style-type: none"> • Sculpture Year 4 –Children create paper-mache and use it to model 3D work, use a wide range of simple tools to cut, shape and impress patterns and textures using a range of materials, make armatures to support the work, make plaster casts. • Sculpture Year 5 – Children design and create planned sculptures from single and combined media using a range of techniques, creating paper-mache and using it to model 3D shapes in a range of scales, using plaster impregnated bandage over armatures. 	In Hedgehogs you made paper mache portraits using balloons. How did you build thicker layers? How did you represent different areas of your face? What could you do to add extra detail?	Hue, tone, media, landscape, tear/rip, cut, proportion, technique, shade, mix, adhesive, fold/pleat, photograph.
			Arts, craftmakers, designers, architects – James Morrison – pay attention to paper Mache detail and using a fine liner/biro to add extra detail.	What sculpture artists have we explored so far? How do they each add extra detail?	
Summer 2	Nature		<p>Activities – Explore David Hockley art and create portraits of the class using different angles of our faces.</p> <ul style="list-style-type: none"> • Collage Year 4 - Children cut complex shapes from a range of materials with some accuracy, change the surface of materials, tear paper to pre-determined strips and shapes, change the surface of materials, apply adhesive sparingly. 	Earlier in the year you used ICT to inspire your artwork. In Hedgehogs you took photographs using the camera on the iPads. You are going to create artwork through photography.	Material, paper-mache, layer, texture, effect, creation, impress, pattern, design, detail, plaster, cover/coat.

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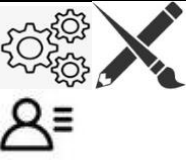
			<ul style="list-style-type: none"> • Collage Year 5 - Children accurately cut complex shapes from a range of materials. • Art and ICT – consolidate skills from above. Use photography to inspire art. 		
			Arts, craftmakers, designers, architects – David Hockley. Art through ICT. Contact bushworks art (Harry Bush – Lauren’s cousin) to talk to the children about art and photography?	What other artists do you know use photographs in their artwork? How does it make you feel? How does it inspire you?	

Otters Cycle B (Yr 4 & 5)	Unit of Work Title	Threshold Concept Symbol	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning	Key vocabulary
Autumn 1	Rainforest		<p>Activities – Rainforest Diorama using different materials, including everyday objects.</p> <ul style="list-style-type: none"> • Drawing and painting Year 4 - Children begin to match the approach to the scale of the work, describe what they have achieved and how it is produced using art language. • Drawing and painting Year 5 – Children compose the work and plan the effective use of available space, work with a wide range of more specialist media and to mix media to achieve desired effects. • Sculpture Year 4 – Children use a wider range of simple tools to cut, create simple shapes from paper and card. • Sculpture Year 5 – Children design and create planned sculptures from single and combined media. 	In Hedgehogs you made Titanic junk model cabins. How did you plan your designs? What materials did you use to create the objects in your cabins? Did you change your designs or materials? Why?	3D, design, create, everyday objects, realistic, mixed media, materials, evaluate, diorama, miniature, represent.


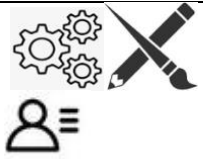
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			Arts, craftmakers, designers, architects – Tatsuya Tanka – explore how everyday objects can be used in dioramas.	What objects could you use to represent a ? ...? What effect does the miniature world have on the audience?	
Autumn 2	Mayans		<p>Activities – Mayans collage mask, compare to African tribal masks (aboriginal art)</p> <ul style="list-style-type: none"> Arts, craftmakers, designers, architects – n/a Collage Year 4 - Children cut complex shapes from a range of materials with some accuracy, change the surface of materials, tear paper to pre-determined strips and shapes, change the surface of materials, apply adhesive sparingly. Collage Year 5 - Children accurately cut complex shapes from a range of materials, use more specialist cutting equipment and adhesives, amend a range of surfaces to create new textures appropriate to the work. 	<p>What colours or patterns represent the mayans? Why do you think these colours were used?</p> <p>In Hedgehogs you made collages using different materials, how did you layer them? What effect did this have?</p>	Collage, mask, visual elements, textures, patterns, colours, thickness, materials.
Spring 1	Sculpture		<p>Activities – Produce a presentation/video about artist Brendan Jamison, create a small scale sculpture with obscure materials (sugar cubes, wool, etc). Complete group sculpture – can link to other areas of the curriculum – add this to presentation/ video.</p> <ul style="list-style-type: none"> Sculpture Year 4 – Use a wider range of tools to cut, shape and impress patterns and textures in a range of materials. Sculpture Year 5 – Children design and create planned sculptures from single and combined media and carving using appropriate materials. 	<p>In Hedgehogs and Squirrels you made clay sculptures. How did you manipulate the material? How did you add detail to your sculptures? What tools did you use to carve?</p> <p>Year 5s – Last year you made paper mache animal sculptures. How did you add extra detail?</p>	Sculpture, adhesives, build, replicate, structure, represent, material, carve, compare, contrast, text, image, graphics, font, size, document, software, presentation, source.

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			<ul style="list-style-type: none"> • Art and ICT Year 4 – Children create a graphic document with text, combine text, images and sound, use information from a range of different sources on the internet in order to put together a presentation on a theme, artist or genre using both text and images. • Art and ICT Year 5 – Children use ICT to respond to an artists' work, use photographs and digital images as starting points for art work, select and use a range of software and hardware tools to produce a presentation or digital film for a specific audience reviewing and developing their presentation to make it suitable for a different audience. 		
			Arts, craftmakers, designers, architects – Brendan Jamison.	What other sculptures do you know? How is his work similar/different to the other sculptors that you know? How does his artwork make you feel?	
Spring 2	Sewing/ textiles		<p>Activities – practise sewing patterns on cushions and create your own cushion that symbolises you.</p> <ul style="list-style-type: none"> • Textiles Year 4 – Children use sewing to apply one fabric to another, create patterns in fabric as a result of dyeing. • Textiles Year 5 – Children cut a simple pattern and use it to create a basic 3D shape from fabric, sew pieces of fabric together accurately, create new threads to use as decoration. 	In Hedgehogs you designed and sewed Christmas stockings. How did you join your materials together? What stitches can you remember? How do you thread a needle? How did you attach materials to the front of the stocking?	Thread, sew, fabric, join, plaiting, knotting, technique, fabric, design, weave, stitch, tie.

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Summer 1	Egyptians		<p>Activities – Egyptian pottery (coil pots)</p> <ul style="list-style-type: none"> • Sculpture Year 4 – Children mould malleable materials to create objects, use simple techniques for building and joining clay, use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials. • Sculpture Year 5 – Children design and create planned sculptures from single and combined media using a range of techniques for building, joining and decorating clay, using a wide range of simple tools to cut, shape and impress patterns and textures in a range of materials, weaving patterns using threads and other appropriate materials of varying thickness. 	In Hedgehogs you made clay crab sculptures. How did you attach the legs to the body? How did you mould two pieces of clay together. What tools did you use?	Mould, sculpt, join/bind, shape, impress, material, impress, patterns, surface.
Summer 2	Hieroglyphics		<p>Activities – create own string hieroglyphics tile, make own code in group to create a hieroglyphics message by sketching/ ink symbols.</p> <ul style="list-style-type: none"> • Printmaking Year 4 – Children make a more complex printing block from printing tiles, build a printing block by applying card, string, wool etc. • Printmaking Year 5 – Children build a complex printing block by applying card, string, wool etc, develop their own repeat patterns using the computer, develop the art language to enable them to identify and talk about pattern and texture in natural and made objects. • Drawing and painting Year 4 - consolidate skills above. 	<p>In Hedgehogs you created Easter cards and decorated them with string prints. How did you design and make your tiles? Did you change your designs? Why?</p> <p>Year 5s – last year you made polystyrene tiles, how did you carve your designs? What did you use when you printed them?</p>	Print, block, design, stick, material, shape, pattern, symbol, darker/lighter, impress, texture, scale, repeat.

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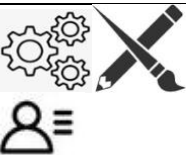

			<ul style="list-style-type: none"> Drawing and painting Year 5 – consolidate skills above. 		
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Foxes Cycle A & B (Yr 6)	Unit of Work Title	Threshold Concept Symbol	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning	Key vocabulary
Autumn 1/2	Greece		<p>Activities – Create mixed media art based on Greek artist, use ICT to design art/ research artists that use mixed media art.</p> <ul style="list-style-type: none"> Drawing and painting Year 6 - Children work with a wide range of more specialist media and to mix to achieve desired effects, use the primary colours and black and white, to mix a full range of hues and tones, compose work and plan the effective use of available space, describe what they have produced using a wide 	In Hedgehogs and Otters, you researched your design for your cave paintings and broaches. How did you use the search engine? How did these inspire your ideas?	Mixed media, research, artist, ICT, collage, complex shapes, representation, layer, emotion.

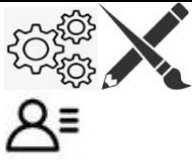

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			<p>range of art specific processes of working in the context of the key elements.</p> <ul style="list-style-type: none"> • Collage Year 6 – Children accurately cut complex shapes from a range of materials, use more specialist cutting equipment and adhesives, alter and amend a range of surfaces to create new textures appropriate to the work. • Art and ICT Year 6 - Children use photographs and digital images as starting points for art work, combine an image in ICT with other art materials, use a photo editing software to manipulate images. 		
			Arts, craftmakers, designers, architects – Vassilis Karakatsanis	What mixed media artists do you know of? How does their artwork make you feel? What do the colours and shapes remind you of?	
Spring 1	Designers		<p>Activities – Create a Banksy style stencil for printing. Design an outfit based on famous designers – use images online, materials to plan and design, explore mock-ups and designs using ICT.</p> <ul style="list-style-type: none"> • Art and ICT Year 6 - Children develop a system for organising images of own art work and collected images, critically evaluate work and its effectiveness and fitness for purpose, use ICT to respond to an artists' work. • Printmaking Year 6 – Children make a more complex style printing block by applying card, string, wool etc, ink up a block and print regular and irregular prints, develop offset prints that investigate a range of tessellated approaches, 	<p>What do you know about street art? Is these are near you? Have you ever used stencils for art before? When? What did you produce?</p> <p>How are clothes made? Are there any designers that you know of? Who?</p>	Printing, block, designer, materials, mock up, repeated patterns, stencil, transfer, image, scan, tessellated, orientation.

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			develop the art language to enable them to indentify and talk about pattern and texture in natural and made objects, relate their work to the work of other artists and describe how these prints could have been made, develop their own repeated patterns using the computer.		
			Arts, craftmakers, designers, architects – Coco Chanel, Vivienne Westwood, Bansky.	How do you feel about the outfits, which do you like/dislike? Why?	
Spring 2	London		Activities – Create a Dearsley Stained Glass Windows Parliament Collage. <ul style="list-style-type: none"> Collage Year 6 – secure objectives in Autumn term. 	Have you been to Winchester Cathedral? Have you seen the windows? What do they show? Why do you think this?	Stained glass window, collage, symbolise, architects, structure, buildings, see language above.
			Arts, craftmakers, designers, architects – Norman Foster (Gherkin) compare to Charles Barry and Augustus Pugin, Sir Christopher Wren (St Pauls cathedral, Houses of parliament)	In Otters you explored architects that built famous bridges. Do any of them remind you of London buildings? Were any materials/designs similar?	
Summer 1	Nature		Activities – Create a large scale piece of art outside using natural resources – compare artists. Create a wire sculpture with wire, tights and layers of paint. <ul style="list-style-type: none"> Sculpture Year 6 - Children design and create planned sculptures from single and combined media using a wide range of simple tools to cut, shape and impress patterns and textures. 	In Squirrels you used natural resources to create artwork outside. What materials could you use to make a piece of art?	Sculpture, structure, natural resources, layer, stiffen, mould, suggest, represent.
			Arts, craftmakers, designers, architects – Andy Goldsworthy (compare to Ben Lewis Giles), Barbara Hepworth (compare to Henry Moore).	How does Andy Goldsworthy inspire your artwork? Which of his pieces do you like	

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				best? Why? What does the art suggest/represent?	
Summer 2	Architects		<p>Activities – explore and compare architects, design a building in a similar still through sketching. What would the purpose of the building be? Create an outfit by upcycling materials ‘ Rag Rug Clothes’ project.</p> <ul style="list-style-type: none"> • Drawing and painting Year 6 - Children develop techniques to enable them to create and use the key elements of line, tone etc, including proportion and simple perspective in their work, discover, know and use the proportions of the human body. • Textiles Year 6 – Children cut a simple paper pattern and use it to create a basic 3D shape from fabric, sew pieces of fabric together by accurately using the sewing machine and/or by hand, create new threads by, for example, knotting and plaiting, to use as decoration. 	<p>What can you do to help save the environment? What can you do with old clothes? Why? What do you know about recycling and upcycling?</p> <p>How could we use the designers we know of to inspire our project?</p>	Proportion, design, compare, contrast, upcycling, material, perspective.
			Arts, craftmakers, designers, architects – Robert Venturi & Denise Scott Brown	Last term you explored different architects who built monuments in London, what do you remember about them?	