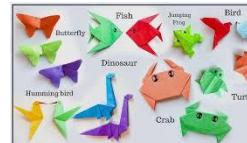
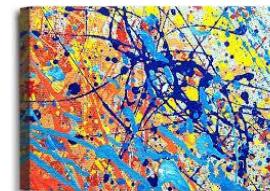


Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Technique:</b> Drawing  <b>Artist:</b> Paul Klee  <b>Skills:</b> Experiment with a variety of media e.g. pencils, rubbers, crayons, pastels, felt tips, charcoal, pen and chalk.  <b>Vocabulary:</b> Technique, hatching, scribbling, stippling, blending, light dark line, dot, line, horizontal, vertical, short, long, wavy, curved, straight, continuous  Pencil, coloured pencils, pastels and chalks (outside large scale).  <b>Lessons</b> <ol style="list-style-type: none"> <li>1. Know that an artist is someone who draws or paints or creates sculptures as a job or a hobby. Artist Appreciation Analysis: Know that Paul Klee is a Swiss German artist (1879-1940) Know that Klee is famous for simple child-like drawing using single lines. Know that he was best known for his abstract paintings.</li> <li>2. Dots - Making dots using different mark-making tools of varying thickness, joining dots with lines.</li> <li>3. Drawing different types of lines- straight, curved, arcs, wavy (bouncy) lines, curly, spiral, zigzag, thick lines, thick lines, short and long lines.</li> </ol> </p>	<p><b>Product:</b> Pop up cards  <b>Designer:</b> Robert Sabuda  <b>Skills:</b> Working with tools, equipment and materials. Cutting and folding.  <b>Vocabulary:</b> Cut, fold, collage, concertina.  <b>Lessons</b>  The Christmas story <ol style="list-style-type: none"> <li>1. Look at the designer and analyse 'The Christmas Story'.</li> <li>2. Practise cutting different materials e.g. tissue, card and paper. Use this as a collage.</li> <li>3. Folding, Concertina different lengths of paper. Use this to create the tree for the inside of the card.</li> </ol> </p>	<p><b>Techniques:</b> Sculpture (Plasticene)  <b>Artist:</b> Barbara Hepworth - abstract  <b>Skills:</b> Rolling, pinching, kneading  <b>Vocabulary:</b> Roll, pinch, twist, sculpture, impress, pattern, knead  <b>Lessons</b> <ol style="list-style-type: none"> <li>1. Introduce and demonstrate new vocab - rolling, pinching, kneading Chn practise and create an animal (use one colour)</li> <li>2. Show B Hepworth sculptures. Q. What do you think they are? How do you think she made them? Do you like them? Why? Why not? ( draw out the terminology 'abstract') Chn try and make a sculpture like B Hepworth</li> <li>3. Demo how to apply decoration with 'impress' - use variety of materials to create surface pattern ( eg net, pen lids, leaves)</li> <li>4. Use different colours of plasticene in one sculpture (See B Hepworth 'Orange Hat' )</li> <li>5. Combine all new skills to create a final piece.</li> </ol> </p>	<p><b>Product:</b> Sewing a puppet  <b>Artist:</b> Stella McCartney  <b>Skills:</b> Threading a needle and running stitch.  <b>Vocabulary:</b> Needle, thread, sew, join, assemble, binca, running stitch, decorate, fabric, glue, model, hand puppet, safety pin, staple, stencil, template.  <b>Lessons</b> <ol style="list-style-type: none"> <li>1. Designer appreciation- Stella McCartney- colour/shape/sustainable fabrics. To know what patterns and shapes she uses- likes/ dislikes. Fact file.</li> <li>2. Threading a needle. Practising running stitch on binca.</li> </ol> </p>	<p><b>Technique:</b> Painting  <b>Artist:</b> Georges Seurat  <b>Skills:</b> Experiment with different size brushes, finger painting, mixing primary colours to create secondary colours.  <b>Vocabulary:</b> Marks, dots, dashes, colour, form, image, stippling, blend, darker, lighter.  <b>Lessons</b>  Artist appreciation to know that Georges Seurat is a French artist (1859- 1891) Know that Seurat is famous for introducing a different painting technique called pointillism.  Explore primary and secondary colours.  Introduce Seurat's artwork and discuss how he used the pointillist technique.  Use I.C.T 2Simple programme to create a picture using the pointillism tool.  Using their I.C.T picture as a stimulus create their own painting using the pointillism technique.  Use Seurat's famous pointillism paintings to create their own version.</p>	<p><b>Product:</b> Food  <b>Chef in focus :</b> Nadiya Hussain  <b>Skills:</b> Cutting, peeling, mashing  <b>Vocabulary:</b> Peel, peeler, cut, mash, healthy, blender, fruit, Ingredients, recipe, slice, vegetable.  <b>Lessons</b> <ol style="list-style-type: none"> <li>1. Chef appreciation- Nadiya Hussain. Look at success on British Bake Off. Create a fact file.</li> <li>2. Make Nadiya's'Very Berry Breakfast Muffin'. Using cutting/mashing skills.</li> </ol>  <p><u>Very-Berry Breakfast Muffins - Nadiya Hussain</u></p> <ol style="list-style-type: none"> <li>3. Plan a recipe for a healthy smoothie.</li> <li>4. Write a list of instructions</li> <li>5. Cut and taste fruits, record preference for fruit they would like in smoothie. Create a breakfast smoothie.</li> <li>6. Evaluate recipes.</li> </ol> </p>	

<p>4: Lines - taking a line for a walk, continuous lines to make abstract patterns.</p> <p>5: Lines- Continues line picture to represent faces, objects, people, looking carefully (observational drawing)</p> <p>6: Using lines to make shapes- create a portrait drawing in the style of Senecio.</p>   <p>Senecio Continuous Line Portrait</p>			<p>5. Use fabric glue to decorate puppet.</p>		
---	--	--	---	--	---

Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Technique:</b> Sculpture (salt dough)  <b>Artist:</b> M C Escher (Dutch printmaker)  <b>Skills:</b> Applying decorative pattern using 'impress' carving , printmaking, using tools, decorative pattern using tools  <b>Vocabulary:</b> Score, print, impress, carving.  <b>Lessons</b> <ol style="list-style-type: none"> <li>1. Art Appreciation Analysis of M C Escher</li> <li>2. Focus on Butterfiles. Chn draw simple butterfly.</li> <li>3. Score with pencil onto polystyrene tile. Use tile to print. (Use the vocabulary impress).</li> <li>4. Make a salt dough 'tile' and create surface pattern.</li> <li>5. Make 2<sup>nd</sup> tile and create pattern using 'tools' and carving (demonstrate how to use safely)</li> <li>6. Use salt dough and carve into a butterfly shape . Apply surface decoration using tools.</li> <li>7. Use glue and string onto polystyrene/ Salt dough tile and use to create a print.</li> </ol> </p> 	<p><b>Product:</b> Sewing  <b>Designer:</b> Margarete and Richard Steiff  <b>Skills:</b> Blanket stitch  <b>Vocabulary:</b> Attach, threading, sew, join, assemble, binca, blanket stitch.  <b>Lessons</b> <ol style="list-style-type: none"> <li>1. Create a fact file based on Margarete Steiff.</li> <li>2. Using the binca strips teach blanket stitch and revise running stitch.</li> <li>3. Using pre-cut felt stars/Christmas stockings, join using blanket stitch. Stuff the stitched star. Attach a ribbon to hang using hole punch and threading technique.</li> </ol>  </p>	<p><b>Technique:</b> Drawing  <b>Artist:</b> Paul Cezanne  <b>Skills:</b>  -Continue to investigate tone by drawing light/ dark patterns and shapes using pencil.  -draw lines/marks from observations  -Understand tone through different grade pencils  <b>Vocabulary:</b> Media, control, tone grade, pressure, affect  <b>Lessons</b> <ol style="list-style-type: none"> <li>1. To introduce &amp;/or revise the drawing techniques- hatching and stippling using a pencil.</li> <li>2. Introduce the different grade pencils. Understand how to create lines. Use the 2B and 4B pencils to create different tones.</li> <li>3. Give the children a stimulus, which includes the different techniques, and undertake a reproduction on A5 using 2B &amp; 4B pencil paying attention to affects.</li> <li>4. Artist Appreciation: Know that Paul Cezanne is a French artist (1839-1906) &amp; is best known for still life paintings</li> <li>5. Using the skills with tone create a drawing in the style of Cezanne with links to PSHE healthy eating.</li> </ol>  </p>	<p><b>Product:</b> Origami  <b>Designer :</b> Akira Yoshizawa  <b>Skills:</b> Engage in an iterative process of designing and making.  <b>Vocabulary:</b> Origami, fold and reverse fold.  <b>Lessons</b> <ol style="list-style-type: none"> <li>1. Art Appreciation Analysis of Akira Yoshizawa</li> <li>2. What is origami?</li> <li>3. Make an origami dog</li> <li>4. Make an origami whale</li> <li>5. Make an origami tiger</li> <li>6. Make an origami ice cream</li> <li>7. Evaluate the art.</li> </ol>  </p>	<p><b>Technique:</b> Painting  <b>Artist:</b> Jackson Pollock, first abstract painter.  <b>Skills:</b> Control the types of marks made- Use a range of techniques which include layering <ul style="list-style-type: none"> <li>- PVA glue</li> <li>- Poster paints</li> <li>- Straw blowing</li> <li>- Water bottles/ water guns.</li> </ul> <b>Vocabulary:</b> Abstract, colour wheel, tint, tone, shade, layering.  <b>Lessons</b> <ol style="list-style-type: none"> <li>1: Colour wheel</li> <li>2: Tints/tones/ shades</li> <li>3. Blow paint technique using the colour wheel.</li> <li>4. Art Appreciation Analysis of Jackson Pollock</li> <li>5. Exploring of techniques</li> <li>6. Creation of art piece.</li> </ol>  </p>	<p><b>Product:</b> Baby Bears Chair  <b>Designer:</b> Charles and Ray Eames  <b>Skills:</b> Produce a finished structure and evaluate its strength, stiffness and stability.  <b>Vocabulary:</b> Function, man-made, mould, natural, stable, stiff, strong, structure, test, weak.  <b>Lessons</b> <ol style="list-style-type: none"> <li>1. Explore stability</li> <li>2. Strengthening materials</li> <li>3. Making Baby Bears chair.</li> <li>4. Fixing and testing Baby Bears Chair.</li> <li>5. Evaluating designs.</li> </ol>  </p>	



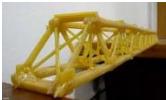
Create a class piece of art based on  
the 'Still Life with Curtained and  
Flowered Picture'

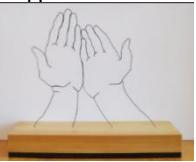
Y3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Technique:</b> Drawing</p> <p><b>Artist:</b> Picasso (abstract - to revise from KS1)</p> <p><b>Skills:</b> Use different grade pencils to define areas. Use charcoal, pastels and oil pastels</p> <p><b>Vocabulary:</b> Portrait/ self portrait viewpoint experiment observation cubism</p> <p><b>Lessons</b></p> <ol style="list-style-type: none"> <li>1. Use different grade pencils to draw head and shoulders of your friend. Focus on facial features, shape of head, hair. Focus - observation</li> <li>2. Art appreciation - Show images of Picasso - q. What do you notice? Emphasise the vocabulary - viewpoint</li> <li>3. Viewpoints - Draw a portrait of your friend from a different viewpoint (BBC Bitesize portraits)</li> <li>4. Shading techniques</li> <li>5. Carousel of exploring charcoals, pastels and oil pastels.</li> <li>5. ( Preparation - Teacher take photographs of children from 2 angles for lesson ) Using photos draw a portrait in 'cubist'</li> </ol>	<p><b>Product:</b> Bookmark</p> <p><b>Designer:</b> Lucie Heaton</p> <p><b>Skills:</b> Cross-stitch</p> <p><b>Vocabulary:</b> Cross-stitch, knot, diagonal thread, needle, tension, tight, slack, neat.</p> <p><b>Lessons</b></p> <ol style="list-style-type: none"> <li>1. Designer Appreciation Analysis of Lucie Heaton</li> <li>2. Skill development-cross-stitch/ threading a needle.</li> <li>3. Cross-stitch project</li> <li>4. Finalise cross-stitch project</li> <li>5. Evaluate</li> </ol> 	<p><b>Technique:</b> Painting</p> <p><b>Artist:</b> Claude Monet</p> <p><b>Skills:</b> Watercolour</p> <p><b>Vocabulary:</b> Water colour, colour wash, brush stroke, warm and cool.</p> <p><b>Lessons</b></p> <ol style="list-style-type: none"> <li>1: Introduction to watercolours-</li> <li>1. Colour wash using the warm and cool tones referring to colour wheel knowledge</li> <li>3: Art Appreciation Analysis of Monet</li> <li>4. Use different brush strokes on top of colour wash for end result</li> </ol> 	<p><b>Product:</b> Healthy dip</p> <p><b>Chef:</b> Terry Laybourne</p> <p><b>Skills:</b> Design &amp; make a healthy dip</p> <p><b>Vocabulary:</b> Mix, mash, chop, blend, stir, consistency, smooth, chunky, thick, creamy, flavour</p> <p><b>Lessons</b></p> <ol style="list-style-type: none"> <li>1. Taste testing and evaluating shop bought dips</li> <li>2. Analysing humus, &amp; raita (ingredients &amp; food groups)</li> <li>3. Safety in the kitchen</li> <li>4. Designing &amp; making of packaging</li> <li>5. Making own dip</li> <li>6. Evaluating</li> </ol> 	<p><b>Technique :</b> Sculpture (clay)</p> <p><b>Artist:</b> Antony Gormley</p> <p><b>Skills:</b> Revision- Carving, using tools safely, rolling, pinching</p> <p><b>New skills:</b> Construct a simple base for extending and modelling other shapes.- slab technique</p> <p><b>Vocabulary:</b> Clay, figure, slab technique, base, malleable.</p> <p><b>Lessons</b></p> <ol style="list-style-type: none"> <li>1. <b>Introduction to clay</b> - similarities and differences to plasticene and salt dough. All children have small piece of clay and create a figure using rolling, pinching, carving. Encourage surface decoration (assess how this is applied - impress? Carving using tools?)</li> <li>2. <b>Discuss the properties of clay</b> ( eg how long it takes to dry, how malleable it is) . Introduce artist - Gormley - show variety of his work. ( Art appreciation)</li> <li>3. Children practise making linkages of different types and varying the materials they use to bring their monsters to life.</li> <li>3. Q. <b>How does a sculpture stand up?</b> Discuss / model ch attempt making a base using slab technique . Focus - joining 2 parts successfully.</li> </ol> 	<p><b>Product:</b> Mechanisms: Moving Monsters</p> <p><b>Designer:</b> James Dyson</p> <p><b>Skills:</b> Working with tools, equipment, materials and components to make quality products.</p> <p><b>Vocabulary:</b> Evaluation ,input ,Lever Linear motion Linkage, Mechanical, mechanism, motion ,oscillating motion, Output, pivot, reciprocating motion, rotary motion, survey.</p> <p><b>Lessons</b></p> <ol style="list-style-type: none"> <li>1. Introduce mechanisms and design thinking.</li> <li>2. Explore the work of James Dyson and how he uses mechanisms.</li> <li>3. Children practise making linkages of different types and varying the materials they use to bring their monsters to life.</li> <li>4. Use and explore mechanisms for example levers sliders wheels and axels.</li> </ol>

	<p>style Use pastels to add colour.</p>  			<p><b>4.</b> Use sketchbooks to plan a sculpture (use Gormley as inspiration if desired) Sculpture should have a base and other shapes would extend from this. Surface pattern</p> <p><b>5.</b> Using sketch from last lesson, ch create their sculpture.</p>	<p><b>5.</b> Design a move mechanism monster.</p>	
Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p><b>Technique:</b> Painting  <b>Artist:</b> Kehinde Wiley  <b>Skills:</b> Confidently control the types of marks made using smaller brushes to focus on detail. Reference to the colour wheel.</p> <p><b>Vocabulary:</b> Colour blocking colour wash</p> <p><b>Lessons</b></p> <ol style="list-style-type: none"> <li>1. Art Appreciation Analysis of Kehinde Wiley</li> <li>2. Colour blocking - Task: create a grid and use paint to create colour block</li> <li>3. Looking at floral backgrounds. Task: Use I pad to research a flower. Draw and paint the flower using small brush. Change the colour of the flower.</li> <li>4. Combining idea of colour blocking with flower. Draw flower onto page. Colour wash background. Paint flower using colour blocking idea.</li> <li>5. Kehinde Wiley used images of people over his floral backgrounds. Using a photograph paint /collage over the background created in lesson 3.</li> <li>6. Kehinde Wiley used known artworks and changed them.</li> </ol> <p>Preparation: Teacher provide 3 'famous artworks'. Task ;</p>	<p><b>Product:</b> Electric Board Game</p> <p><b>Designer:</b> James Prentice</p> <p><b>Skills:</b> Develop, plan and communicate ideas into a design.</p> <p><b>Vocabulary:</b> Battery, Bulb, buzzer, cell, component, design criteria, electrical item, electronic item, function, series circuit, switch, test, wire.</p> <p><b>Lessons</b></p> <ol style="list-style-type: none"> <li>1. Designer Appreciation Analysis of James Prentice.</li> <li>2. Plan own design in the style of the designers work.</li> <li>3. Circuits- create different circuits to incorporate into design.</li> <li>4. Create own design using plan</li> <li>5. Finalise design.</li> <li>6. Evaluate.</li> </ol>	<p><b>Technique:</b> Sculpture (clay)</p> <p><b>Artist:</b> Betty Woodman</p> <p><b>Skills:</b> Revision: slab</p> <p><b>New skills:</b> using slip to join 2 pieces of clay. Coil technique. Surface decoration - paint</p> <p><b>Vocabulary:</b> Coil, slip, functional, ceramics.</p> <p><b>Lessons</b></p> <ol style="list-style-type: none"> <li>1. Revise slab technique and make a small clay box. Use slip to ensure join.</li> <li>2. Decorate the box using paint</li> <li>3. Introduce artist and discuss (eg how she is different to Gormley - Functional ceramics ) Art appreciation</li> </ol>  <p>4. Introduce and demo another way of making a 'box' or 'pot' using coil technique. All children make a small coil pot.</p> <p>5. Use sketch books to design own pot or box, including surface design. Include its function ( eg to hold paper clips, sweets etc) Begin making- choosing when to stop and knowing how to secure work to continue later.</p> <p>6. Complete the pot/box including surface decoration. Assess functionality</p>	<p><b>Product:</b> Guacamole</p> <p><b>Chef:</b> Rick Stein</p> <p><b>Skills:</b> Understand and apply the principles of a healthy and varied diet. Prepare and cook a savoury dishes using a range of cooking techniques.</p> <p><b>Vocabulary</b></p> <p><b>Lessons</b></p> <ol style="list-style-type: none"> <li>1. Origins &amp; history of guacamole. Research ingredients, explore where they come from.</li> <li>2. Lifecycle of an avocado</li> <li>3. Food hygiene &amp; health and safety <ul style="list-style-type: none"> <li>• Knife safety - handling a knife</li> <li>• Knife skills - chopping</li> <li>• Kitchen safety</li> <li>• Food hygiene</li> </ul> </li> <li>4. Recipe ideas- Identify resources needed, create planning frame, label and describe, complete risk assessment as a class. <ul style="list-style-type: none"> <li>• Look at key skills needed and model these to the class.</li> </ul> </li> <li>5. Make recipe.</li> <li>6. Complete written evaluation of recipe - identify the positives and negatives.</li> </ol>	<p><b>Media:</b> Drawing</p> <p><b>Artist:</b> Van Gogh</p> <p><b>Skills:</b> Develop intricate patterns using different grade pencils to create lines and marks.</p> <p><b>Understand simple perspective</b></p> <p><b>Vocabulary:</b> Intricate, perspective, vanishing line</p> <p><b>Lessons</b></p> <ol style="list-style-type: none"> <li>1. Art appreciation Analysis - Van Gogh</li> <li>2. Show small part of Van Gogh Starry Night.</li> <li>3. Teach skills - creating sense of movement using long/short lines</li> </ol>  <p>3. Show part of Van Gogh sunflowers - zoom into part of a flower - discuss how ( using paint) he has created detail. Demonstrate how to replicate this using different grade pencils - Children use pencils to create detail of a flower</p> <p>4. Collaborative class picture - using grid squares ( TS to check with AT)</p> <p>5. Show Van Gogh Bedroom at Arles for ideas. Practise drawing straight lines to a vanishing line .</p>	<p><b>Product:</b> Vehicle</p> <p><b>Designer:</b> Karl and Bertha Benz</p> <p><b>Skills:</b> To design and assemble an electrical vehicle.</p> <p><b>Vocabulary:</b> Jig, parallel, isosceles triangle, alignment, reinforcement, axles, pulleys, tension, electrical flow, chassis, aerodynamics</p> <p><b>Lessons</b></p> <ol style="list-style-type: none"> <li>1. Vehicle timeline</li> <li>2. Record breaking cars</li> <li>3. Tackling high CO2 emissions</li> <li>4. Climate activists</li> <li>5. Forces</li> <li>6. Vehicles of the future</li> <li>7. Budget plans</li> <li>8. Building your vehicle- production line</li> <li>9. Building your vehicle- making the frame</li> <li>10. Building your vehicle- wheels and pulleys</li> <li>11. Building your vehicle -installing the electronics</li> <li>12. Finishing and testing your vehicle.</li> </ol> 

<p>Children choose 1 famous artwork , cut out the main character. Create (using paint) a background that is different, and collage the main character</p>				  		
Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

	<p><b>Technique:</b> Sculpture (wire)  <b>Artist:</b> Kendra Haste  <b>Skills:</b> Using specific tools to manipulate wire.  <b>Vocabulary:</b> Wire, manipulate, gauge, freestanding.  <b>Lessons</b>            1. Show ch different gauge of wire and the tools needed to cut and bend (and how to use safely). Ch practise making a length of wire into a recognisable figure/animal/shape of their choice            2. Art Appreciation Analysis            Kendra Haste ( art appreciation)              Ch use sketchbooks to draw simple outline of an animal. Plan how the sculpture will be supported into a freestanding piece of art            3. and 4 Using sketch ideas - create in wire            5. Appraisal and improvement - could a different gauge wire be added?</p>	<p><b>Product:</b> Bridges  <b>Designer:</b> Isambard Brunel/ Robert Stephenson  <b>Skills:</b> To analyse and research designers, plan and develop design.  <b>Vocabulary:</b> Structure, construction, engineer, suspension bridge, design research, analysis, evaluation.  <b>Lessons</b>            1. Designer Appreciation Analysis- Brunel            2. Designer Analysis Appreciation- Stephenson.            3. Using paper and joining materials explore making own bridge.            4. Plan own design.            5. Spaghetti bridges glue gun            6. Finalise bridge design.            7. Evaluate /link with forces and check the load  </p>	<p><b>Technique:</b> Painting  <b>Artist:</b> Henri Rousseau  <b>Skills:</b> Colour mixing in same range of tint and tone. Observational drawing - animals. Recapping tints and tones and complimentary colours  <b>Vocabulary:</b> Atmosphere, translucent, primitive art, jungle, fantasy, landscape, composition, bold, flat perspective, foliage  <b>Lessons</b>            1: Observational painting in class of plants. Only using yellow/blue/black and white.            2: Introduce Rousseau painting 'Tiger in a Tropical Storm'. Art appreciation discussing likes/dislikes etc. Imagine what is going on beyond the picture edge.            3: Create atmosphere and effect- looking at how the rain creates the effect. Practise using translucent paint (experiment with white in various density)            4: Research an animal and paint an observational picture of it.            5: Create final piece combining background (from lesson 1) with animal ( lesson 4) either as a collage or as a new piece of artwork  </p>	<p><b>Product:</b> Seasonal salad  <b>Chef in focus :</b> Lisa Allen  <b>Skills:</b> Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.  <b>Vocabulary:</b>            Produce, red tractor, consumer, imported, claw grip, bridge hold  <b>Lessons</b>            1 : How is food grown?            2: How is food caught, grown and reared            3: Seasonality of food            4: Planning for a seasonal meal            5: Sensational seasonal salad</p>	<p><b>Technique:</b> Drawing (figurative)  <b>Artist:</b> Leonardo Da Vinci  <b>Skills:</b> Use perspective, proportion, shading and a range of techniques to create drawings.  <b>Vocabulary:</b> Sketching, gesture drawing, line quality, tone, line, perspective, proportion, renaissance, anatomy, Vitruvian man, sfumato technique, chiaroscuro, stippling, hatching, cross-hatching, hatching, tonal value  <b>Lessons</b>            1. Art Appreciation Analysis of Leonardo De Vinci and basic sketching.            2. Studying Leonardo's anatomical drawings.            3. Drawing animals and nature.            4. Drawing machines and inventions.            5. Portraits in the style of Leonardo.            6. Creating a final piece.      </p>	<p><b>Product:</b> Lego building  <b>Designer:</b> John Dobson  <b>Skills:</b> Building simple structures that incorporate elements of architecture such as columns, beams, or arches.  <b>Vocabulary:</b> Prototype, scale model, material, balance, joint, support, load, strength, symmetry, arch, column, dome, pediment, gable, alignment, interlocking  <b>Lessons</b>            1. The basics, role of an architect and the meaning of architecture.            2. Lego structure exploration- columns, beams and arches.            3. Recreate a building using Lego.            4. Build with a purpose- function, accessibility            5. Prototyping and improving designs            6.</p>
Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p><b>Technique:</b> Drawing  <b>Artist:</b> Roy Lichtenstein  <b>Skills:</b> Use colour to express mood through influence of the artist.  <b>Vocabulary:</b> Comic strip, cartoons, bold, vivid, Ben Day dots, grid lines, replicate, icons, pop culture, pop art, collage  <b>Lessons</b> <ol style="list-style-type: none"> <li>1. Pop Art</li> <li>2. Art Appreciation Analysis of Roy Lichtenstein</li> <li>3. To look at our artist in focus and explore his work</li> <li>4. To create tone in our drawings / To create shading</li> <li>5. To practice hatching techniques</li> <li>6. To plan our final piece of art work / to draw our final piece</li> </ol> <p><b>CURRICULUM - Y6</b></p>   </p>	<p><b>Product:</b> Bolognese sauce  <b>Chef:</b> Jamie Oliver  <b>Skills:</b> Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  <b>Vocabulary:</b> Acidic, seasoning, simmer, saute, reduce, grate, peel, consistency  <b>Lessons</b> <ol style="list-style-type: none"> <li>1. To research Jamie Oliver</li> <li>2. To explore a range of tomato sauces.</li> <li>3. To compare sauces and their ingredients</li> <li>4. To design their own sauce</li> <li>5. To make their own sauce.</li> <li>6. Assessment</li> </ol> </p>	<p><b>Technique:</b> Sculpture (wire)  <b>Artist:</b> Gavin Worth  <b>Skills:</b> Revision: Using tools base  <b>New skills:</b> attaching additional materials  Creating a base for the sculpture  <b>Vocabulary:</b> Sculpture, form, contour, movement, minimalism, gesture, negative space, abstract, wire frame, balance, asymmetry  <b>Lessons</b> <ol style="list-style-type: none"> <li>1. Art Appreciation Analysis of Gavin Worth -Discuss ( simplicity, realism) Art</li> <li>2. In sketch books plan own sculpture ( real or abstract) and how it will be supported</li> <li>3. Using sketch choose wire gauge and create</li> <li>4. Using sketch books - plan how and where to use additional materials ( eg fabric, natural material.)</li> <li>5. Attach additional material . Appraise</li> </ol>  </p>	<p><b>Product:</b> Pop up books  <b>Designer:</b> David A Carter  <b>Skills:</b> Working with tools, equipment, materials and components to make quality products  <b>Vocabulary:</b> Aesthetic, Computer aided design (CAD) caption design, design brief design criteria, exploded diagram, function, Input, linkage, mechanism, motion output ,pivot ,prototype, slider, structure, template  <b>Lessons</b> <ol style="list-style-type: none"> <li>1. Designer Appreciation Analysis of David A Carter.</li> <li>2. Analyse and explore a range of pop up books.</li> <li>3. Plan ideas.</li> <li>4. Create a 3D pop out in cardboard.</li> <li>5. Create sliders for a pop-up book.</li> <li>6. Final pop-up book.</li> </ol>  </p>	<p><b>Technique:</b> Painting  <b>Artist:</b> Christine Ay Tjoe ( responding to emotions) David Hockney (digital art)  <b>Skills:</b> Progression from Year 3 <ul style="list-style-type: none"> <li>- Use of white space</li> <li>- Linking colour to expression and emotions.</li> </ul> <b>Vocabulary:</b> Abstract, composition, brushstroke, palette, texture, contrast, layering, symbolism, intensity, mood, expression, catharsis, tension, serenity, vibrancy, turbulence  <b>Lessons</b> <ol style="list-style-type: none"> <li>1. How are you feeling- show me your emotions using larger paper and poster paints. (selection of brushes, sponges, hands)</li> <li>2. Art appreciation analysis of Christine Ay Tjoe / David Hockney- showing how he paints digitally.</li> <li>3. Plan how to represent your feelings and emotions as you journey through school</li> <li>4. Create digital and/or using paint their journey</li> <li>5. Share their journeys.</li> </ol>  </p>	<p><b>Product:</b> Architecture and Architects  <b>Designer:</b> Zaha Hadid  <b>Skills:</b> structural concepts, 3D modelling, futuristic design, curvilinear design, beams, functional, plan, elevational, sections.  <b>Vocabulary:</b> Sustainability, spatial, façade, geometry, urbanism, materiality, constructivism, fluidity, curvature, organic forms, innovation, futuristic, avant-garde, gothic, baroque, modernism.  <b>Lessons</b> <ol style="list-style-type: none"> <li>1. Recap role of architect and meaning of architecture. Designer appreciation analysis.</li> <li>2. Exploring building designs and styles- Gothic, Baroque, Modernism</li> <li>3. Planning and designing a building- looking at blue prints, sketching designs.</li> <li>4. Analyse buildings that have sustainable features</li> </ol> </p>



						<p>5. Design brief- create a building of sustainability or energy saving in groups. I.C.T element to showcase their design and results.</p> <p>6. Evaluation of designs.</p>
--	--	--	--	--	--	--