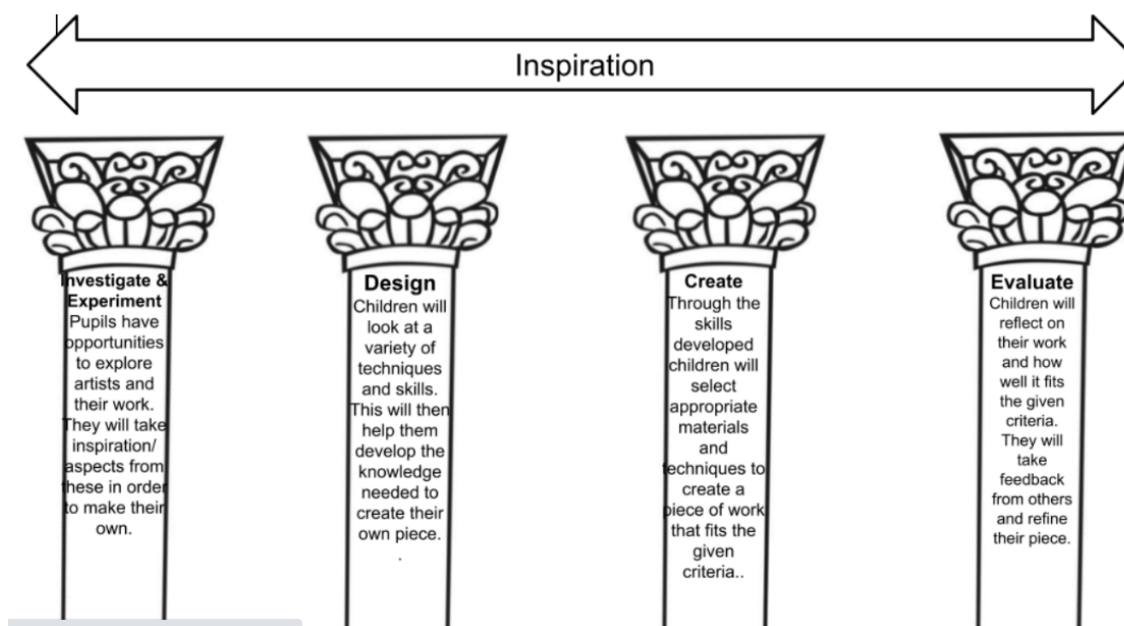


Key Stage 2
Programme of study

Pupils should be taught:

- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- To create sketchbooks to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g.: pencil, charcoal, paint, clay)
- About great artists, architects and designers in history

**GOLDEN
THREADS
FOR ART
AND
DESIGN**



	Drawing and sketchbooks	Surface and colour (Painting, collage)	Working 3D (Sculpture, textiles)
Objectives	- To understand the qualities of different drawing media and evaluate their effectiveness for different tasks - To know about the work of Picasso (Y5) and compare to modern artists such as Paul Kidby & Geoff Nutkins - To understand proportions, scale and perspective using lines to support drawing. - To draw from first-hand observation and from source material - To use shading to show shadows and reflections	- To explore what compositions are and how they can be created - To explore how artists create compositions. - To refine colour mixing too accurately to depict what they see - To create a composition to create a remembrance wave - To paint a still life composition	- To experiment with form, breaking down a figure into a series of abstract shapes - To appreciate the work of sculpting artists - To shape, form, model and join with confidence - To use a sketchbook to inform, plan and develop ideas - To consolidate knowledge of clay techniques to create models - To use and wire to create 3D models - To adapt work accordingly describe how it can be developed further
Autumn Term World War Two	Sketching Aviation Perspective Drawings – Geoff Nutkins  Sketching and creating the template for clay poppies – Paul Cummins and Tom Piper  - Reflect on and adapt their ideas using a sketch book with a focus on the purpose of the piece of artwork being created. - Identify and explore the work of other artists within their own drawings. - Choose their own materials from a range provided to use in their drawings and justify their selection.	Aviation Perspective – Geoff Nutkins - Water Colour  Painting Clay Poppies- Paul Cummins and Tom Piper- Acrylic  - Understand primary, secondary, harmonising and complimentary colours and predict colour mixing in their work. - Explain what their own style is. - Use a wide range of techniques in their work and explain why they have chosen these techniques. - They have a strong understanding of colour theory and how to use it to create a balanced	Clay Poppies – Paul Cummins and Tom Piper  - Shape and manipulate media. - Decorate their 3D forms drawing on a range of different media. - Select different finishes. - Create models on a range of scales. - Create work which is open to interpretation by the audience. - Include both visual and tactile elements in their work. - They know the properties of a wide range of different sculptural materials and how to use them.

	● Select and mix suitable media within a single piece. ● Their drawings show a strong understanding of how to use shading techniques to create depth and tone. ● Begin to use perspective in both abstract and real-life art.	painting. ● Choose to use a limited range of colour to produce a chosen effect. ● Begin to use perspective in both abstract and real-life art.	
	Drawing and sketchbooks	Surface and colour (Painting, collage)	Working 3D (Sculpture, textiles)
Objectives	● To understand the qualities of different drawing media and evaluate their effectiveness for different tasks ● To know about the work of Picasso (Y5) and compare to modern artists such as Paul Kidby & Geoff Nutkins ● To understand proportions, scale and perspective using lines to support drawing. ● To draw from first-hand observation and from source material ● To use shading to show shadows and reflections	● To explore what compositions are and how they can be created ● To explore how artists create compositions. ● To refine colour mixing too accurately to depict what they see ● To paint a still life composition	● To experiment with form, breaking down a figure into a series of abstract shapes ● To appreciate the work of sculpting artists ● To shape, form, model and join with confidence ● To use a sketchbook to inform, plan and develop ideas ● To consolidate knowledge of clay techniques to create models ● To use and wire to create 3D models ● To adapt work accordingly describe how it can be developed further
Spring Term It's a Kind of Magic	Charcoal- Harry Potter Characters- Paul Kidby  Designing Dragon's Eye Clay- Paul Kidby  ● Reflect on and adapt their ideas using a sketch book with a focus on the purpose of the piece of artwork being created.	Acrylic Painting of the clay dragon's eyes (In the style of Paul Kidby Bronzes)  ● Understand primary, secondary, harmonising and complimentary colours and predict colour mixing in their work. ● Explain what their own style is. ● Use a wide range of techniques in their work and explain why they have chosen these techniques. ● They have a strong understanding of colour theory and how to use it to create a balanced painting. ● Choose to use a limited range of colour to	Dragon's Eye Clay – (In the style of Paul Kidby Bronzes)  ● Shape and manipulate media. ● Decorate their 3D forms drawing on a range of different media. ● Select different finishes. ● Create models on a range of scales. ● Create work which is open to interpretation by the audience. ● Include both visual and tactile elements in their work. ● They know the properties of a wide range of different sculptural materials and how to use them.

	● Identify and explore the work of other artists within their own drawings. ● Choose their own materials from a range provided to use in their drawings and justify their selection. ● Select and mix suitable media within a single piece. ● Their drawings show a strong understanding of how to use shading techniques to create depth and tone. ● Begin to use perspective in both abstract and real-life art.	produce a chosen effect. ● Begin to use perspective in both abstract and real-life art	
	Drawing and sketchbooks	Surface and colour (Painting, collage, textiles)	Working 3D (Sculpture, textiles)
Objectives	● To understand the qualities of different drawing media and evaluate their effectiveness for different tasks ● To know about the work of Picasso (Y5) and compare to modern artists such as Paul Kidby & Geoff Nutkins ● To understand proportions, scale and perspective using lines to support drawing. ● To draw from first-hand observation and from source material ● To use shading to show shadows and reflections	● To explore what compositions are and how they can be created ● To explore how artists create compositions. ● To refine colour mixing too accurately to depict what they see ● To paint a still life composition ● To appreciate and discuss the work of batik artists. ● To explore roles and purposes of artists from different cultures. ● To appreciate and discuss the work of batik artists. ● To collect visual inspiration to help develop ideas in sketchbooks. ● To use sketchbooks to design a batik. ● To name batik tools and use them safely.	● To appreciate and discuss the work of batik artists. ● To explore roles and purposes of artists from different cultures. ● To appreciate and discuss the work of batik artists. ● To collect visual inspiration to help develop ideas in sketchbooks. ● To use sketchbooks to design a batik. ● To name batik tools and use them safely.
Summer Term Water Worlds	Designing Recycled Plastic Artwork- Gerhard Bär 	Painting the base of the plastic pollution artwork- Gerhard Bär 	Recycled Plastic Artwork- Gerhard Bär 

- Reflect on and adapt their ideas using a sketch book with a focus on the purpose of the piece of artwork being created.
- Identify and explore the work of other artists within their own drawings.
- Choose their own materials from a range provided to use in their drawings and justify their selection.
- Select and mix suitable media within a single piece.
- Their drawings show a strong understanding of how to use shading techniques to create depth and tone.
- Begin to use perspective in both abstract and real-life art.

Designing the *Printing Bag- Sewing (DT Link)*

Zentangle- Marie Thomas and Rick Robesters



- Reflect on and adapt their ideas using a sketch book with a focus on the purpose of the piece of artwork being created.
- Identify and explore the work of other artists within their own drawings.

- Understand primary, secondary, harmonising and complimentary colours and predict colour mixing in their work.
- Explain what their own style is.
- Use a wide range of techniques in their work and explain why they have chosen these techniques.
- They have a strong understanding of colour theory and how to use it to create a balanced painting.
- Choose to use a limited range of colour to produce a chosen effect.
- Begin to use perspective in both abstract and real-life art.

Collage

- Justify the materials they have chosen.
- Combine pattern, tone and shape.
- Use collage as a tool as part of a mixed media project.
- Express their ideas through collage.

Textiles Batik Bag- Sewing (DT Link)

Zentangle- Marie Thomas and Rick Robesters



- To appreciate and discuss the work of batik artists.
- To explore roles and purposes of artists from different cultures.
- To appreciate and discuss the work of batik artists.
- To collect visual inspiration to help develop ideas in sketchbooks.
- To use sketchbooks to design a batik.
- To name batik tools and use them safely.

- Shape and manipulate media.
- Decorate their 3D forms drawing on a range of different media.
- Select different finishes.
- Create models on a range of scales.
- Create work which is open to interpretation by the audience.
- Include both visual and tactile elements in their work.
- They know the properties of a wide range of different sculptural materials and how to use them.

		• Add relief details into their prints • Create linked pattern work with up to 8 overlays. • Identify different printing methods and make decisions about the effectiveness of their printing methods. • They know how to make a positive and a negative print.	
EVALUATING		GREATER DEPTH	DEEPER THINKING QUESTIONS
• Evaluate own and others' work, explaining and justifying their reasons. • Consider the end point when selecting materials and adapting/improving their work. • Analyse and comment on their own and others' ideas, methods and approaches. • Make adaptations following their own reflections and the comments of others.		• Demonstrate an understanding of the 'Creative Process' by managing their time effectively, practicing skills, and actively enquiring how to make improvements. • Able to work independently, confidently and take creative risks in their work. • Explain their own style of art and identify a range of influences? E.g. mood, events, geography, nature, history.	• What responsibility did war artists have to people back home? • What do you think the artist is trying to say with this piece? • Do you agree with the artist's choice of colours/medium? Why? • What elements of the artist's work did you incorporate in your final piece? • Why might an artist make an ugly piece of art?