

Limitless Dreams,  
Endless Opportunities



## Art and Design Curriculum Cycle A



Subject Leader: Alexis Simpson

## Subject Specific Planning Documents Art – Cycle A

Contents of this scheme of work:

1. Our intent, implementation and impact
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### **Intent**

At Manor Park Primary School, we value Art and Design as an important part of the child's entitlement to a broad and balanced curriculum. Through a 'mastery approach' we intend to provide an Art and Design Curriculum that builds on a child's creative experiences whilst enabling them to express themselves in a practical and inspiring way. Art and Design offers the children with opportunities to develop and extend skills; learning about a wide range of Arts and Crafts, from various cultures. The intention of our Art and Design Curriculum is to develop children's passion and love of learning through building inquisitiveness, questioning, and an appreciation of art in all its forms.

Art and design embodies some of the highest forms of human creativity, and our intention is to involve children in a range of visual, tactile and sensory experiences, which enables them to express what they see, think and feel in a range of ways. As pupils progress through the Art and Design Curriculum, they will be able to think critically and develop a more rigorous understanding of art and design. They will also know how art and design both reflects and shapes our history, and contributes to the culture, creativity and wealth of our nation.

### **Implementation**

Throughout their time at Manor Park, children are given the opportunity and stimuli to explore a variety of media and techniques, developing their skills and thinking as young artists. To ensure high standards of teaching and learning and that the objectives of the national Curriculum are met we implement a curriculum that is progressive, allowing children to build on skills and knowledge year on year. Art and Design is taught as a discrete subject within our termly projects, ensuring a well-structured approach that both enhances the project area and helps focus the Art and Design.

While practicing and improving their key skills, such as sketching, painting, sculpture or collage children will also have an artist (both modern and classical) focus so as to expose and increase children's cultural capital.

Each area of learning begins with an explorative stage, where children can question, build technical language, and promote critical thinking about how others and they observe the world. They then apply this knowledge and research to create their own independent pieces. They are then provided with the opportunity to implement their own original artistic ideas, while developing skills and using problem-solving skills to evaluate and analyse their work. This ensures children have the best opportunity to secure their understanding of Art and Design.

We are very lucky to have our own wooded area (The Spinney) which can provide a huge stimulus and strive to identify opportunities for children to experience art within the wider community. This enables the children to base their artistic learning on first hand experiences, ensuring a deeper understanding and a key component to teaching and learning at Manor Park.

Art work is displayed both within the school and the wider community, such as local libraries and churches. We also ensure that children have the opportunity to take part in local art competitions.

### **Impact**

The biggest impact of the children's learning can be evidenced in the successful artwork that the children produce. As Manor Park uses a progressive curriculum children will retain knowledge and skills taught within each learning adventure, remember these and then understand how to apply them in their next stages of their learning. We use a variety of methods to measure this impact:

\*Book Scrutiny














\*Self-assessment

\*Pupil voice

\*Lesson Observation

Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. This data is analysed on a termly basis to inform and address any trends and identify next steps in the progression on learning both within each year and across the school as a whole.

## Overview of Subject Content

	Autumn	Spring	Summer
<b>Reception</b>	<p><b>All about me</b> – significant family events/festivals Self portraits Drawing a friend</p> 	<p><b>Food/Spring festivals</b> – Customs, traditions</p>	<p><b>Toys, Families</b> – from the past, toys played with by family</p>
<b>Year 1</b>	<p style="text-align: center;"><b>Times are Changing</b></p>  <p><b>Mosaic/Collage</b> <b>Media</b> - Outdoor Materials <b>Artist</b> – Andy Goldsworthy</p>	<p style="text-align: center;"><b>Home Sweet Home</b></p>  <p><b>Landscape</b> <b>Media</b> – Felt pen/Wax crayon <b>Artist</b> – James Rizzi</p>	<p style="text-align: center;"><b>Lets' Explore</b></p>  <p><b>Portrait</b> <b>Media</b> – Pencil/Pencil crayon <b>Artist</b> – Guiseppe Arcimboldo</p>
<b>Year 2</b>	<p style="text-align: center;"><b>London's Burning</b></p>  <p><b>Mosaic/collage</b> <b>Media</b> – Paper/card/wool <b>Artist</b> – Henri Matisse</p>	<p style="text-align: center;"><b>Come Fly With Me</b></p>  <p><b>Landscape</b> <b>Media</b> – Paint <b>Artist</b> - Hundertwasser</p>	<p style="text-align: center;"><b>Remarkable Rainforests</b></p>  <p><b>Figure drawing</b> <b>Media</b> – pencil/pencil crayon <b>Artist</b> – Henri Rousseau</p>
<b>Year 3/4</b>	<p style="text-align: center;"><b>Could you escape from Roman Pompeii?</b></p>  <p><b>Mosaic/Collage</b> <b>Media</b> – Mosaic Clay Tiles <b>Artist</b> – Emma Biggs/Roman Mosaic</p>	<p style="text-align: center;"><b>Where will the River take you?</b></p>  <p><b>Landscape</b> <b>Media</b> – Paint <b>Artist</b> - Monet</p>	<p style="text-align: center;"><b>Who were the Gregarious Greeks?</b></p>  <p><b>Sculpture</b> <b>Media</b> – clay/paint <b>Artist</b> - Ancient Greek black figure pottery</p>
<b>Year 5/6</b>	<p style="text-align: center;"><b>Keep Calm and Carry on</b></p>  <p><b>Media</b> - Paint <b>Artists</b> – John Piper</p>	<p style="text-align: center;"><b>Gateway to the World</b></p>  <p><b>Landscape</b> <b>Media</b> - pastel <b>Artist</b> - Lowry</p>	<p style="text-align: center;"><b>Is Slavery a thing of the past?</b></p>  <p><b>Media</b> – Batik <b>Artists</b> – Freedom quilts</p>

**Progression of substantive knowledge and disciplinary knowledge for Art and Design – Cycle A**

EYFS links	Children will engage in a wide range of activities across the year including: painting, drawing, sculpture e.g. playdough / construction kits / recyclable boxes etc, sketching, painting, collage, printing etc					
	<b>Substantive Knowledge</b>	<b>Disciplinary Knowledge and other skills</b>				
	<b>Children know:</b>	<b>Drawing Skills</b>	<b>Painting and mixed media Skills</b>	<b>Printing/Collage/ Textiles Skills</b>	<b>3D skills</b>	<b>Contextual/Conceptual understanding and application</b>
Reception	<p><b>Knowledge:</b>                  That when I mix two colours it makes a different colour.                  How to match the colours I see to what I want to represent.                  How to use paint tools with care and precision.                  Red and blue makes purple.                  Yellow and blue makes green.                  Red and yellow makes orange.                  That artists create works of art.</p> <p><b>Introduced to the following vocabulary:</b>                  pencils, crayons, pastels, poster paint, watercolours, chalk, wool, material                  Colour, paint, mix, water, blend, change, light, dark, pallet, brush. shade                  Portrait, features, line, shade, texture, detail, shape.                  Design, create, make, join observe, Artist,Pens,</p>	<p>I know how to draw a simple face.                  I can draw the things I see around me, making simple representations.                  Can create scribbles made with lines, then lines and enclosed spaces.                  Create marks including vertical lines, horizontal lines and some basic shapes                  Can create an oversimplified representation of a person                  Can create simple representation of a person with a head, body, arms and legs                  Make observation of objects to add simple key features to a drawing e.g. ears/tail                  Hold a pencil effectively</p>	<p>Start to hold and control a paintbrush.                  Move a brush in different ways do create different lines and shapes                  Experiments with different brush sizes                  Start to make informed choices of brush size                  How to take care of brushes and equipment</p>	<p>Use a range of small tools, including scissors.                  Make simple printing blocks                  Can choose objects to create a simple pattern                  Use fine motor skills to stick or glue.</p>	<p>Can shape 3D models using dough.                  Can roll and pinch to refine shapes                  Can press tools and objects to create texture and pattern</p>	<p>I can talk about what I see in a picture or piece of art.                  I know how to use a paint brush and pallet.                  I can talk about my artwork.                  Reflect on my own work and say how I can improve it through support.                  Can talk about mark making using some vocabulary</p>
	<p><b>Formal Elements</b>  <b>Colour:</b> play with colours, experimenting to 'discover' new colours. Start to attempt to mix colours to match a picture. Experiment with mixing some colours and observe how they create a different colour.  <b>Tone:</b> Pupils start to experiment with the concept that colours can be made lighter or darker by adding black or white  <b>Pattern/texture:</b> Can create patterns with printing and paint and state what makes a pattern. Can add things to paint and describe how it changes texture.  <b>Line/Shape:</b> Try and create neat lines and edges neatly. Can describe successfully what lines are using own vocabulary-straight, wiggly</p>					

Progression of Substantive knowledge and Disciplinary knowledge for Art and Design – Cycle A

Key Stage 1 National Curriculum	At Key Stage 1 pupils should be taught: (Collect ideas in Sketchbooks/Journals) – To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. – To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. – To use a range of materials creatively to design and make products. – To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work								
	Substantive knowledge			Disciplinary knowledge and other skills					
	Children know								
Year 1	Autumn	Spring	Summer	<b>Drawing Skills:</b> Increase control of line – following a line Draw lines of different thicknesses and sizes Represent familiar objects by combining shapes. Explore how to control the pressure of their drawing materials Begin to show control over the types of lines made Hold drawing material (pencils/pen/chalk/felt tip/pastel) correctly Make marks and Lines with a wide range of drawing implements (pencil, crayon, pastel, charcoal, pens etc) Can draw 2D shapes with more confidence Invent new shapes	<b>Painting and Mixed Media Skills:</b> Explore Paintbrushes and experiment with the size of paintbrush. Choose correct size paintbrush for purpose. Explore what happens when white, black and grey are added to primary colours. Hold a paintbrush correctly and apply paint with some control	<b>Collage/Printing/Textiles Skills:</b> Use a combination of materials that can be cut, torn and glued Join simple objects together Fold, tear and overlap papers Sort, choose and arrange materials Use joining processes such as tying and gluing.	<b>3D/Sculpture Skills:</b> Experiment with a variety of materials Shape and mold materials Fold, tear, cut Use tools and equipment safely	<b>Contextual/Conceptual Understanding and application</b> Start to explore and discuss similarities and difference within the works of artists learnt Develop work in the style of an artist and explain how it compares. Can say some of the techniques they have used and recognize and describe the key features of their own work and other's work.	
				<p><b>Formal Elements:</b>  <b>Colour:</b> Use colour imaginatively and make choices of colour fit for purpose. Identify primary colours in works. Learn that colour can be used to express thoughts and feelings</p> <p><b>Tone/form:</b> Pupils further develop their ability to make colours darker and lighter and start to link how this affects form. Adding black and white to primary colours.</p> <p><b>Pattern and texture:</b> Create pattern through different media and can explain what a pattern. Replicate patterns. Continue to investigate texture through mixing things to paint or different materials. Using techniques of rubbing.</p> <p><b>Line/Shape:</b> Further develop and hone skills in making more precise and controlled lines. Draw 2D shapes with more confidence.</p>					



Year 2	Autumn	Spring	Summer	Drawing Skills:	Painting Skills:	Collage/Printing/Textiles Skills:	3D Skills	Contextual/Conceptual Understanding and application	
	<p>Identify and remember 5 facts about Henri Matisse Talk about the materials used and how they have been joined To independently weave a selection of materials to create a design using repeated patterns linked to observations and imagination Know the genre of Art studied</p>	<p>Demonstrate their understanding of tints, tones, shade and hue in their final piece Show a range of painting techniques, e.g. layering, mixing media and adding Texture Mix primary colours to make secondary colours</p>	<p>Develop their own Tiger mixed media drawing using direct observation and a range of media. Talk about how their work is similar to the work of Henri Rousseau</p>	<p>Use drawing as the starting point for work in other materials. Work out ideas through drawing. Greater skill and control is evident using formal elements e.g. lines and 2D shapes to create forms. Can order grading of pencil from lightest to darkest Introduction of how to use different pencil gradings Can invent new shapes Can control pressure when using drawing implements</p>	<p>Develop brush control Mix white to colours to make tints – create lighter colours Mix black to colours to make tones – darker colours Attempt to mix colours to match a picture. Choose paintbrush size with more confidence and justification Experiment with different techniques to create effects e.g. spattering, stippling, dripping, pouring. Develop ability to paint neatly and not leave gaps or messy edges Use correct consistency of paint and explore different types of paint More controlled colour mixing to match a picture</p>	<p>Use different materials to create art pieces manipulate materials with independence e.g Joining, position, weaving, <b>cutting</b></p>		<p>Can describe similarities and differences between different practices, and disciplines used by different artists and link with own work. Express thoughts and feelings about their own and others work. When looking at creative work start to express clear preferences</p>	
	<p><b>Over the year and developed/revisited across each term:</b> Know secondary colours – orange, purple and green. Know that colours can represent emotions in some forms of artwork Know that dark and light areas are known as tone and that this gives shape and form to an object. Know that dark and light areas are used to give depth to a painting – things look closer or further away Know some key vocabulary for describing colour/line/texture and tone</p>			<p><b>Formal Elements:</b> <b>Colour:</b> Create a colour wheel, Create as many different tones of one colour e.g. adding white into a colour or using less pressure, group colours based on personal interpretation of emotions, start to experiment with mixing secondary colours (orange, purple, green). <b>Tone/Form:</b> Explore and experiment why light coloured objects appear close and dark coloured objects appear further away. Investigate tone by drawing light/dark lines. Experiment with different graded pencils. Start to recognise that tones can give form to an object – e.g. gets darker at the edge to show a curve. <b>Line/shape:</b> create more sophisticated shapes from observation. Identify shapes in objects to use as a starting point for drawing. Describe lines using some technical language –, diagonal, horizontal, vertical, curved,bold, Experiment with the use of line for different thicknesses in various media. Can explain their own mark-making using correct terminology. Understand the importance of outlines. <b>Pattern and Texture:</b> Draw textures that represent how something looks and feels. E.g. texture created to show tiger fur. Use materials to represent texture and movement – e.g. wool to create fire, Can discuss and identify textures around us.</p>					

Key Stage 2 National Curriculum	Key Stage 2 - At Key Stage 2 pupils should be taught: (Collect ideas in sketchbooks: Annotate work to explain and elaborate on ideas.)							
	To develop their techniques, using their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books 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 [for example, pencil, charcoal, paint, clay]. To know about great artists, architects and designers in history							
	Substantive Knowledge			Disciplinary Knowledge and Other Skills				
	Children know:							
Year 3/4	<b>What did the Romans do for us?</b> Explain and describe the term motif Recall 3 facts about Emma Biggs and her work Name the materials used to create a mosaic and the tools used Create a mosaic with a repeated pattern and a picture in the style of Emma Biggs	<b>Where will the River take You?</b> Know that Monet was an impressionist artist and recall 4 facts about him Demonstrate that they can use paint in different way for different effects Create a piece of work inspired by Monet and their learning around rivers	<b>Who are the gregarious Greeks?</b> Explain the word geometric. To combine and apply artistic techniques, skills and materials used by the Ancient Greeks to create a piece of traditional Greek pottery. Talk about the key vocabulary associated with clay work – e.g. wheel/slip/throw	<b>Drawing Skills:</b> Use different hardness of pencils to show line, tone and texture. More effectively control drawing media to create dark and light tones and tints. Use a variety of different types of pencils to create shade and light Sketch different objects from observation to represent form in both 2D and 3D using rendering techniques. With guidance use a viewfinder Use a variety of lines and name them with confidence Start using hatching and cross-hatching to add to effect Experiment with a variety of media. Develop skills in recreating objects with correct proportions.	<b>Painting and mixed media Skills:</b> Select and use different brushes and explain choice Use a number of brush techniques to produce shapes, texture, pattern and lines Explore with water colours to match a picture or observation. Use the correct consistency of paint for different purposes Accurately apply appropriate amounts of paint to a surface. Make tertiary colours from mixing secondary colours	<b>Collage/Printing/Textiles Skills:</b> Use varying tools used in mosaic art Cutting Chopping Tessellation Gluing Placing materials accurately Follow a drawing to create a 3D version	<b>3D Skills:</b> Shape, form, and construct rigid materials Experiment with a variety of modelling techniques from direct observation Use equipment and media with increasing confidence Shape, form and contrast from observation and imagination. Work more independently to create individual sculpture choices.	<b>Contextual/Conceptual Understanding and application</b> Use more technical language to explore and describe different artists. Start to recognise and describe key features of artists and their own work. Make informed similarities and differences. Express thoughts and feelings about their own and other peoples work with more confidence. Start to evaluate their work by identifying simple ways they could improve their piece.
	<b>Over the year and developed/revisited throughout each term:</b> Know the terms Hatching and cross-hatching Know primary & secondary colours and introduced to the term tertiary colours Know that paint is used in different ways for different effects. Identify complimentary colours, warm and cold colours and can show these on a colour wheel. Know lines drawn closely together is called hatching. Know what the third dimension is and explain how artists create this Know differences in pencil grade and what grades would be useful for. Know pencils come in different degrees of hardness. E.g. HB, 2B, 3B Know some different paintbrush techniques – stippling, washing, dabbing, dashes, blending, smearing, splatter				<b>Formal Elements:</b> <b>Colour:</b> Experiment and understand how colours can be mixed to create lighter and darker colours rather than using white and black. Can create more depth by mixing colours especially related to impressionism. Use colours more independently and imaginatively to express ideas. Demonstrate understanding of colour by creating a colour palette range in one colour by mixing multiple colours to add details and depth <b>Tone/Form:</b> : Learn how depth is created by varying the tones or colours, such as in skies and landscapes and how much more interesting this makes the painting. Introduced as to how to manipulate light and shade for dramatic effect Apply tone to a 3D object - e.g. gets darker at the edge to show a curve. Pupils increase paint awareness of how tone can make paintings more realistic or more expressive, learning to manipulate light and shade for dramatic effect, using terms such as background and foreground introducing the term perspective. <b>Line/Shape:</b> Use line with greater confidence to highlight form and shape. Use vocabulary associated with line and shape more confidently <b>Pattern/Texture:</b> Use pattern & texture for desired effects and decoration or more expressive, learning to manipulate light and shade for dramatic effect. Create more complex patterns and textures demonstrating deeper understanding of pattern. Hone fine motor control to create intricate patterns and texture.			

Year 5/6	<b>Keep Calm and Carry on</b> To share 5 facts about the work of the World war 2 artist – John Piper Create a personal style of painting which draws on the ideas of John Piper Demonstrate the ability to use acrylic paint effectively Use a colour palate by combining colours to enhance the mood of their work	<b>Gateway to the World</b> Discuss why Lowry painted urban Landscapes and the impact he had on British art Demonstrate how Lowry used perspective in his paintings Identify at least 5 key facts about Lowry's life Create landscape artwork in the style of Lowry using perspective and appropriate techniques	<b>Is Slavery a thing of the past?</b> Explain the purpose of freedom quilts Discuss the role of art as an essential aspect of history, society, culture and human experience. Talk about which pattern they have chosen for their quilt and why Use batik to create a square of the freedom quilt which shows a personal response to freedom	<b>Drawing Skills:</b> Use a variety of techniques independently to add effects. Use different drawing techniques for different purposes and justify choice. E.g. hatching, stippling, tone and shading with confidence in developing ideas and sketches for further development. Select a specific mark making technique o create depth or detail e.g. lines closer together, stippling close together. Use line to create perspective Draw for a sustained period of time at a sustained level Choose a style of drawing informed by an artist Draw with increasing confidence by developing their own personal style. Apply rendering independently Show more control and confidence when using force and pressure.	<b>Painting and mixed media Skills:</b> Confidently choose different brushes and justify choice Use a number of brush techniques and technical language to explain these Confidently explain choice of paint colour to depict light and shade Confidently explain choice of colour to enhance mood Name different types of paint, their properties and why you would use them. Identify a focal point in a painting. Make choices of painting techniques suited to the piece. E.g. can paint neatly and carefully, yet can paint with a more creative style when the style demands.	<b>Collage/Printing/Textiles Skills:</b> Use textiles/materials and techniques associated – cross-stich/ back-stich Select and arrange material for striking effect Use precise repeating patterns Shape and stitch materials with confidence Use painting textiles techniques specifically Batik	<b>3D Skills:</b>	<b>Contextual/Conceptual Understanding and application</b> Orally describe their and the work of others using a range of technical vocabulary. Know how to research and discuss the ideas and approaches of artists. Interpret and explain the work and ideas of artists using prior knowledge of artists previously learnt. Describe and discuss the processes/techniques they are using and the outcomes they wish to achieve. Confidently and with understanding describe how their work can be improved on. Can offer informed advise and praise to others.
	<b>Over the Year and developed/revisited throughout each term:</b> Know more technical vocabulary related to line/shape/colour/form/texture/tone/pattern and use it in discussion about their own art or other people's. Know and use in discussion different paintbrush techniques and why they are used in relation to their current artist. To know how to combine colours to enhance the mood of a piece To know and explain how perspective and the 3 <sup>rd</sup> dimension is used by artists Know the terms composition, scale and proportion and can explain these in paintings.				<b>Formal Elements:</b> <b>Colour:</b> Create colour palette using secondary blending with confidence, Colour match colours to create specific/mood/atmosphere/emotions. Identify complementary, contrasting and harmonious colours (colours next to each other on the colour wheel). Know how to make and match colours with increasing accuracy. Mix secondary and tertiary colours, being able to control the amounts for purpose. <b>Tone/Form:</b> Learn how to represent form with increasing sophistication, learning that darker and lighter colours can be added to create tints and shades instead of black and white. Explore 3D form and begin to experiment using rubbers to lighten the tone on an image. Know what order to build colour/hues in paint for depth e.g. watercolours light to dark, acrylic dark to light. <b>Line/shape:</b> Uses line with confidence making more independent choice and decisions <b>Pattern/Texture:</b> Create different and repeating textures from observations, illustrations and imagination. Create an accurate pattern showing fine detail. Understands how to apply texture with confidence to embellish paintings.			



## Curriculum End Points

The end points for each year group show how children apply the knowledge, skills and understanding they are taught before moving on with their learning.

<b>Year 1 – Cycle A</b>		
Mosaic and Collage – Andy Goldsworthy	Exploring shape and pattern – James Rizzi	Drawing – Guiseppe Arcimboldo
Children can: Join simple natural objects together Identify 3 facts about Andy Goldsworthy Know the difference between 2D and 3D art Use a range of natural materials to create a 2D picture Work collaboratively to create a 3d sculpture using natural materials	Children can: Know 3 facts about James Rizzi Name the 3 primary colours Hold a paintbrush correctly and apply paint with some control Draw from observation combining techniques taught Create a picture in the style of James Rizzi	Children can: Recognise artwork by Guiseppe Arcimboldo Draw lines and marks from observations demonstrating correct grip of materials Show different tones in their final work by using pencil or pastel
<b>Year 2 – Cycle A</b>		
Collage – Henri Matisse	Painting – Friedrich Hundertwasser	Drawing and Painting – Henri Rousseau
Children can: Identify and remember 5 facts about Henri Matisse Talk about the materials used and how they have been joined To independently weave a selection of materials to create a design using repeated patterns linked to observations and imagination Know the genre of Art studied	Children can: Demonstrate their understanding of tints, tones, shade and hue in their final piece Show a range of painting techniques, e.g. layering, mixing media and adding Texture Mix primary colours to make secondary colours	Children can: Develop their own Tiger mixed media drawing using direct observation and a range of media. Talk about how their work is similar to the work of Henri Rousseau
<b>Years 3 and 4 – Cycle A</b>		
Mosaics – Emma Biggs	Painting – Monet	Sculpture – Clay pots
Children can: Explain and describe the term motif Recall 3 facts about Emma Biggs and her work Name the materials used to create a mosaic and the tools used Create a mosaic with a repeated pattern and a picture in the style of Emma Biggs	Children can: Know that Monet was an impressionist artist and recall 4 facts about him Demonstrate that they can use paint in different way for different effects Create a piece of work inspired by Monet and their learning around rivers	Children can: Explain the word geometric. To combine and apply artistic techniques, skills and materials used by the Ancient Greeks to create a piece of traditional Greek pottery. Talk about the key vocabulary associated with clay work – e.g. wheel/slip/throw
<b>Years 5 and 6 – Cycle A</b>		
Painting – John Piper	Landscapes– Lowry	Batik – Freedom Quilts
Children can: To share 5 facts about the work of the World war 2 artist – John Piper Create a personal style of painting which draws on the ideas of John Piper Demonstrate the ability to use acrylic paint effectively Use a colour palate by combining colours to enhance the mood of their work	Children can: Discuss why Lowry painted urban Landscapes and the impact he had on British art Demonstrate how Lowry used perspective in his paintings Identify at least 5 key facts about Lowry's life Create landscape artwork in the style of Lowry using perspective and appropriate techniques	Children can: Explain the purpose of freedom quilts Discuss the role of art as an essential aspect of history, society, culture and human experience. Talk about which pattern they have chosen for their quilt and why Use batik to create a square of the freedom quilt which shows a personal response to freedom



# Art and Design Road Map – Cycle A

