
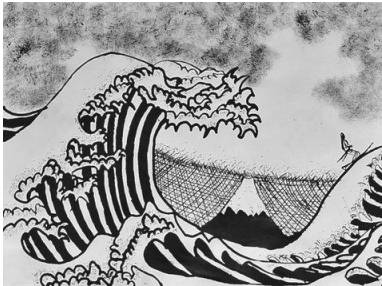



Year 5 & 6 Art Objectives – Cycle A

Autumn 1 & 2	Ancient Greeks Who they were, their achievements and their impact	Skill: 3D Pottery
		Suggested Art: Look at a range of Apulian Vases 
		<p><u>Objectives:</u></p> <ul style="list-style-type: none"> -Evaluate their work against their intended outcome (Year 5) - Develop skills in using clay including slabs, coils and slips (Year 5) - Refine their use of learnt techniques (Year 6) - Produce intricate patterns and textures in a malleable media (Year 6)
		<p><u>Progression of Skills</u></p> <ul style="list-style-type: none"> - Shape, form, model and construct from observation - Plan a sculpture through drawing - Produce intricate patterns and textures in a malleable material - Develop skills in using clay. - Present recorded visual images using software (Powerpoint)
Spring 1 & 2	Raging Rivers And Monstrous Mountains Rivers and mountain ranges – field work	Skill: Lino Printing
		Suggested Artist: Katsushika Hokusai 
		<u>Objectives:</u>

		<ul style="list-style-type: none"> - Research and discuss artists and discuss their processes and explain how these were used in the finished product. (Year 5) - Mix colours to express mood, divide foreground from background or demonstrate tones (Year 5) - Explain and justify preferences towards different styles and artists (Year 6) - Create intricate printing patterns by simplifying and modifying sketched designs (Year 6)
		<p><u>Progression of Skills</u></p> <ul style="list-style-type: none"> - Plan a design through drawing - Improve mastery of art and design through a range of techniques - Create layered images from original ideas
Summer 1	<p>How do we see light?</p> <p>Light</p>	<p>Skill: Painting</p> <p>Suggested Artist: Wassily Kandinsky</p>  <p><u>Objectives</u></p> <ul style="list-style-type: none"> - Develop different ideas which can be used and explain their choices for the materials and techniques used (Year 5) - Use line, tone and shading to represent things seen, remembered or imagined in three dimensions (Year 5) - Select ideas based on first hand observations,

		<p>experiences or imagination and develop these through open ended research (Year 6)</p> <p>- Use techniques, colours, tones and effects in an appropriate way to represent things seen – brushstrokes (Year 6)</p> <p><u>Progression of Skills</u></p> <p>- Create imaginary work from a range of sources</p> <p>- To mix and match colours to create atmosphere and light effects</p> <p>- Identify primary, secondary, complementary and contrasting colours.</p>
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National Curriculum states:


During years 5 and 6, 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.


Pupils should be taught;

- 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 and clay)
- About great artists, architects and designers in history.

Year 3 & 4 Art Objectives – Cycle A

Autumn 2	<p>Lights, Camera, Action</p> <p style="text-align: center;">Light</p>	<p>Skill: Printing and Shading</p> <p>Suggested Artist: Andy Warhol</p>  <p>Objectives:</p> <ul style="list-style-type: none"> - Uses sketches to produce a final piece of art (Year 3) - Identify the techniques used by different artist (Year 3) - Shows reflection in their art (Year 4) - Experiment with different styles used by other artists (Year 4) <p>Progression of Skills</p> <ul style="list-style-type: none"> - Draw for a sustained period of time at an appropriate level. - Use a sketchbook to collect and develop ideas. - Create repeated patterns - Print with two colour overlays - Use graphic package to create images and effects
Spring 1 & 2	<p>The Rotten Romans</p> <p>The Roman Empire and its impact on Britain</p>	<p>Skill: Mosaics</p> <p>Suggested Artist: Sonia King</p>  <p>Objectives:</p> <ul style="list-style-type: none"> - Experiments with different materials to create a range of effects and use these

		<p>techniques in the completed work (Year 3)</p> <ul style="list-style-type: none"> - Use taught technical skills to adapt and improve their work (Year 4)
		<p><u>Progression of Skills</u></p> <ul style="list-style-type: none"> - Experiment with paste resist - Plan, design and make models from observation or imagination - Record and collect visual information using digital cameras
Summer 1	The Rainforest	Skill: Collage
		<p>Suggested Artist: Henri Rousseau</p> 
		<p><u>Objectives:</u></p> <ul style="list-style-type: none"> - Creates collages using overlapping and layering (Year 3) - Explain what they like or dislike about their work (Year 3) - Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques (Year 4) - Articulate how they might improve their work using technical terms and reasons as a matter of routine (Year 4)
		<p><u>Progression of Skills</u></p> <ul style="list-style-type: none"> - Experiment with a range of collage techniques such as overlapping, tearing and laying to create images and represent textures

		-Use collage as a means of collecting ideas and information and building a visual vocabulary.
Summer 2	Our Brilliant Bodies (DT & Art)	Skill: Sculptures
		Suggested Artist: Henry Moore
		
		<p><u>Objectives:</u></p> <ul style="list-style-type: none"> - Use sketches for recording observations (Year 3) - Compare and recreate form of natural and manmade objects (Year 3) - Use a sketchbook for collecting ideas and developing a plan (Year 4) - Plan a sculpture through drawing (Year 4)
		<p><u>Progression of Skills</u></p> <ul style="list-style-type: none"> - Join clay adequately and construct a simple base for extending and modelling other shapes. - Create Surface patterns and textures in a malleable material.

National Curriculum states:


During years 3 and 4, 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.



Pupils should be taught;

- 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 and clay)
- About great artists, architects and designers in history.

Year 1 & 2 Art Objectives – Cycle A

Autumn 2	Fire Changes beyond living memory – Great fire of London and Guy Fawkes (Christmas related)	Skill: Textiles
		Suggest Art: Stockings (Christmas decoration) 
		Objectives: - Experiment with different materials to design and make products in two and three dimensions (Year 1) - Sort, cut and shape fabrics and experiment with ways of joining them (Year 1) - Select particular techniques to create a chosen product and develop some care and control over materials and their use (Year 2) - Develop techniques to join fabrics and apply decorations such as running or over stitch (Year 2)
Spring 1 & 2	Circle of Life	Progression of Skills - Match and sort fabrics and threads for colour, texture, length, size and shape - Cut and shape fabric using scissors/snips - Apply shapes with glue or by stitching - Explore ideas using digital sources
		Skill: 3D Art/Printing Suggest Artist: Andy Goldsworthy

	Naming plants and animals	 <p>Objectives:</p> <ul style="list-style-type: none"> - Know the names of tools, techniques and elements that they use (Year 1) - Make marks in print using found objects and basic tools and use these to create repeating patterns (Year 1) - Know that different artistic works are made by craftspeople from different cultures and times (Year2) - Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings (Year 2) <p>Progression of Skills</p> <ul style="list-style-type: none"> - Build and repeating patterns and recognise pattern in the environment - Understand the safety and basic care of materials and tools - Form and experiment with constructing and joining recycled, natural and manmade materials - Record visual information using digital cameras, video recorders
Summer 1	House and Homes – The UK	<p>Skill: Drawing/Watercolour</p> <p>Suggest Artist: Friedensreich Hundertwasser</p> 
	Local area, field work	

		<p><u>Objectives:</u></p> <ul style="list-style-type: none"> - Use artwork to record ideas, observations and experiences (Year 1) - Explain what they like about the work of others (Year 1) - Use a variety of tools including pencils, rubbers, crayons, pastel, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines (Year 1) - Try out different activities and make sensible choices about what to do next (Year 2) - Give reasons for their preferences when looking at art/craft or design work (Year 2) - Experiment with tones using pencils, chalk or charcoal (Year 2) <p><u>Progression of Skills</u></p> <ul style="list-style-type: none"> - Use a variety of tools and techniques including different brush sizes and types. - Name different types of paint and their properties - Use simple graphics package to create images and effects
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National Curriculum states:

Pupils should be taught:

- To use a range of materials creatively to design and make products
- 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

- 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.

Some suggested Artists

<u>Artist</u>	<u>Genre</u>	<u>Description</u>
Dame Barbara Hepworth	Sculptures	She was part of the modernism movement – a group who wanted to experiment with new techniques and draw attention to the process involved in making a work of art. She is one of the most famous women artists and is known all over the world. She is known for her modern sculptures, made from materials such as stone, wood and bronze.
Frank Bowling	Painting	Bowling mixes abstract art with personal memories to create vibrant, colourful, experimental art. To ensure that his paintings are unique every time, he uses free-hand dripping and spilling and pouring techniques.
Gunta Stolz	Textiles	She wanted to make weaving more popular and modern, she did not want it to be seen as solely 'women's work'. She encouraged her students to experiment and explore using new materials. She taught maths as well as weaving
Gustav Klimt	Painting	His work began to include lots of symbolism. Symbolist painters used a wide variety of subjects including heroes, women, animals, and landscapes. They gave these subjects deep meanings such as love, death, sin, religion, or disease. They would use metaphors (or symbols) rather than real life to represent something
Henri Matisse	Painting	At first, Matisse painted in a traditional style. In 1896, he visited his artist friend John Peter Russell in France, where he was introduced to Impressionism, and to the work of Van Gogh. Matisse changed his style completely.
Joan Miro	Sculptures and Printing	The Surrealist idea of drawing and painting from your subconscious helped to fuel his imagination. Miró began painting organic forms and creating dream-like paintings. He was inspired by Surrealist poets and enjoyed illustrating poetry in his artist's books. Miró painted his first Surrealist painting, The Tilled Field, in 1924
Jill Townsley	3D Art	Although she is most famous for her sculptures and installations, she also uses drawing, photography, video and animation in her work. She uses materials that are common and everyday, such as staples, plastic spoons, bristles, plastic balls, brass wire, fishing wire and polystyrene beads.
Marc Quinn	Sculptures and Painting	His sculptures, paintings and drawings explore the link between art and science. Quinn became famous in 1991 when he made a sculpture called Self, which was a cast of the artist's head made from eight pints of his own frozen blood. He often uses unusual materials in his sculptures, such as ice and bread. In 2000 he created a whole garden of frozen plants that could never grow.
Michelle Reader	3D Art	Reader reuses waste materials to create unique figurative sculptures. She reuses household and industrial waste in her work, combined with found objects from charity shops and scrapyards. She hopes that her artwork might make other people think about the environment, and encourage them to recycle more and waste less. She makes sculptures of people and animals, and also makes some moving sculptures, such as a wind turbine made out of old oil cans.
Steve McQueen	Portraits	McQueen received the Turner prize for his artwork Queen and Country.