Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Topic	Penguins, Possoms, Pigs	Fire Fire	Growth Green Fingers	Family Album	Great Outdoors	Robots
Drawing Digital Media 3D	<ul> <li>Observational drawing – animals</li> <li>Experiment with mark-making; charcoal and chalk, graphite sticks and pens on large-scale, group/individual drawings e.g. iceberg shape, trees for possums, (after having looked at images).</li> <li>Experiment making shades and tones in greys using chalk and charcoal, encourage smudging.</li> <li>Discuss images/video of penguins, discuss movement, shades, shapes when swimming or standing, tobogganing.</li> <li>From images use pastels to make observational drawing of penguins, experiment with different scales.</li> </ul>	DT	DT	<ul> <li>Self Portraits – Picasso/clay</li> <li>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</li> <li>3D</li> <li>Manipulate malleable materials in a variety of ways including rolling and kneading.</li> <li>Explore sculpture with a range of malleable media.</li> <li>Manipulate malleable materials for a purpose, e.g. pot, tile.</li> <li>Form Experiment with constructing and joining recycled, natural and manmade materials.</li> <li>Use simple 2-D shapes to create a 3- D form.</li> <li>Texture</li> <li>Change the surface of a malleable material e.g. build a textured tile.</li> </ul>	<ul> <li><u>Art and Computing:</u> <u>Digital Art structures –</u> <u>playground at</u> <u>Buckshaw</u></li> <li>ART <ul> <li>Use a simple graphics package to create images and effects with</li> <li>Lines by changing the size of brushes in response to ideas</li> <li>Shapes using eraser, shape and fill tools</li> <li>Colours and Texture using simple filters to manipulate and create images</li> <li>Use basic selection and cropping tools</li> </ul> </li> <li>ICT <ul> <li>Select appropriate images to add to work.</li> <li>Use a range of digital devices to capture and save both still and moving images. These could include digital cameras, video cameras, tablets,</li> <li>Begin to make changes to images e.g. cropping using</li> </ul> </li> </ul>	DT

					basic tools in image manipulation software.	
Artists covered				Picasso		
Y1						
Resources						
Year 2 Topic	Place where I live	Fighting Fire	Explorers	Farm Shop	Aladdin	Buckets and Spades
Year 2 Art &	Printing – local landmarks	DT	DT	Draw and Collage- fruit and	DT	Watercolour painting
Design	Exploring and Developing Ideas			veg		John Dyer artist
Drawing	• Explore the work of artists,			Create images from a		
Painting	craftspeople and designers from different times and cultures for			variety of media e.g.		<ul> <li>Use a variety of</li> </ul>
Printing	differences and similarities.			photocopies,		tools and
Collage				materials, fabric,		techniques
	Drawing Skills			papers, magazines etc		including
	Record and explore ideas from			Arrange and glue		different brush
	first hand observations.			materials to different		sizes and types.
	Experiment with a variety of			backgrounds		<ul> <li>Mix and match colours to</li> </ul>
	media; pencils, rubbers, crayons, pastels, felt tips, charcoal,			Sort and group     materials for different		artefacts and
	ballpoints, chalk.					objects.
	<ul> <li>Control the types of marks made</li> </ul>			purposes eg colour, texture		Work on
	with the range of media.			• Fold, crumple, tear and		different scales.
	<ul> <li>Name, match and draw</li> </ul>			overlap papers		<ul> <li>Name different</li> </ul>
	lines/marks from observations.			Work on different		types of paint
	Invent new lines.			scales,		and their
	<ul> <li>Draw on different surfaces with</li> <li>a range of modia</li> </ul>			<ul> <li>Colour: Collect, sort,</li> </ul>		properties.
	<ul><li>a range of media.</li><li>Investigate tone by drawing</li></ul>			name match colours		<ul> <li>Identify primary</li> </ul>
	light/dark lines, light/dark			appropriate for an		and secondary
	patterns, light/dark shapes.			image		colours by name.
	Investigate textures by			• Shape: Create and		Mix primary
	describing, naming, rubbing,			arrange shapes		shades and
	copying.			appropriately		tones.
	Printing			• Texture: Create, select		Mix secondary
	<ul> <li>Print with a range of hard and</li> </ul>			and used textured		colours.
	soft materials e.g. corks, pen			paper for an image		Create textured
	barrels, sponge.					paint by adding
	Make simple marks on rollers					sand and salt
	and printing palettes.					
	Roll printing ink over found					
	objects to create patterns e.g.					

## Lower Key Stage 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	No Place Like Home	Healthy Humans	Rock and Roll	Iron Man	What the Romans Did	How does your garden grow?
Y3 Art & Design Drawing Digital Media Printing Textiles 3D Collage	Collage, mosaics, light         and dark         Drawing         • Experiment with ways in which surface detail can be added to drawings.         • Use journals to collect and record visual information from different sources.         • Draw for a sustained period of time at an appropriate level.         • Make marks and	DT	<ul> <li>Printmaking - fossils</li> <li>Drawing and Painting</li> <li>Experiment with ways in which surface detail can be added to drawings, (e.g. use grades of pencil, biros, charcoal and chalk).</li> <li>Use journals to collect and record visual information from different sources.</li> <li>Draw for a sustained period of time at an appropriate level.</li> <li>Make marks and lines with a wide range of</li> </ul>	DT	<ul> <li><u>3D sculpture Modroc skeletons</u></li> <li>Drawing and Painting         <ul> <li>Experiment with ways in which surface detail can be added to drawings.</li> <li>Use journals to collect and record visual information from different sources, annotate in their sketchbooks.</li> <li>Draw for a sustained period of time at an appropriate level.</li> <li>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels,</li> </ul> </li> </ul>	DT

lines with a wide	drawing implements	pens etc.
range of drawing	e.g. charcoal, pencil,	Experiment with different
implements e.g.	crayon, chalk pastels,	grades of pencil and other
charcoal, pencil,	pens etc.	implements to create lines
crayon, chalk pastels,	Experiment with	and marks.
pens etc.		
	different grades of	•
Experiment with	pencil and other	grades of pencil and other
different grades of	implements to create	implements to draw different
pencil and other	lines and marks.	forms and shapes.
implements to create	Experiment with	<ul> <li>Begin to show an awareness</li> </ul>
lines and marks.	different grades of	of objects having a third
Experiment with	pencil and other	dimension.
different grades of	implements to draw	Experiment with different
pencil and other	different forms and	grades of pencil and other
implements to draw	shapes.	implements to achieve
different forms and	Begin to show an	variations in tone.
shapes.	awareness of objects	<ul> <li>Apply tone in a drawing in a</li> </ul>
Begin to show an	having a third	simple way.
awareness of objects	dimension, (e.g.	
having a third	achieved by shading).	
dimension.		range of drawing implements.
	Experiment with	Apply a simple use of pattern
Experiment with	different grades of	and texture in a drawing.
different grades of	pencil and other	<ul> <li>Experiment with different and</li> </ul>
pencil and other	implements to	effects and textures in paint,
implements to	achieve variations in	work on a range of scales e.g.
achieve variations in	tone.	thin brush on small picture
tone.	Create textures with a	etc.
Apply tone in a	wide range of	Create different effects and
drawing in a simple	drawing implements	textures with paint according
way.	(such as oil and chalk	to what they need for the
Create textures with	pastel).	task.
a wide range of	Experiment with	3-D
drawing implements.	different effects and	Plan, design and make models
	textures in paint.	from observation or
Collage	<ul> <li>Work on a range of</li> </ul>	imagination.
Experiment with a	scales e.g. thin brush	<ul> <li>Join clay adequately and</li> </ul>
range of collage	on small picture etc.	construct a simple base for
techniques such as	Create different	
tearing, overlapping	effects and textures	extending and modelling other
		shapes.
and layering to create	with paint according	Create surface patterns and
images and represent	to what they need for	textures in a malleable
textures	the task.	material.
Use collage as a		<ul> <li>Use papier-mâché to create a</li> </ul>
means of collecting	Printing	simple 3-D object.
ideas and	Create printing blocks	Textile
information and	using a relief or	• Use a variety of techniques,
building a visual	impressed method.	e.g. stitching to create
vocabulary	Create repeating	different textural effects.
	patterns.	• Develop skills in stitching,
	l I	· · ·

<ul> <li>using s</li> <li>Experin colours effects and cru a purp</li> <li>Evaluating a Work</li> <li>Compa metho approa own ar and say think a them.</li> <li>Adapt s accord views a how th develo</li> </ul>	t visual images oftware. ment with s by using s to manipulate eate images for ose. and Developing are ideas, ds and aches in their nd others' work y what they nd feel about their work ing to their and describe hey might p it further. ate work in	<ul> <li>Print with two colour overlays.</li> <li>Evaluating         <ul> <li>Annotate work in journal.</li> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about it.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> </ul> </li> </ul>	<ul> <li>cutting and joining.</li> <li>Evaluation</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> </ul>	
Artists Covered Resources				

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4 Topic	Sparks might fly	The Great Plague	Art of Food	Passport to Europe	Water Water	Hunted
Y4 Art & Design Drawing Digital Media Painting	DT	DT	Still life drawing         Exploring and developing ideas         This theme allows children to explore still life artists from the Dutch Masters through to Renoir's study of onions or Cezanne's	<ul> <li>Digital Media</li> <li>Record and collect visual information using digital cameras and video</li> </ul>	<u>Water artists –</u> <u>painting Monet</u> Exploring and Developing Ideas • Explore the roles and purposes of artists, craftspeople and designers working in different times and	DT

apples.	recorders	cultures.
Children can make		Question and make
observational studies of	<ul> <li>Present</li> </ul>	thoughtful
food and fruit displayed	recorded	observations about
in a still life and could	visual images	starting points and
also arrange the objects.	using software	select ideas to use in
Drawing opportunities in	-	their work.
sketchbooks can be	e.g.	
developed into paintings	Photostory,	Drawing
which, in turn, can be	PowerPoint	Experiment with
developed further into 3-		ways in which
D sculptures. Numerous	• Use a graphics	surface detail can be
drawing and painting	package to	added to drawings.
opportunities better		Use journals to
inform children when	create images	collect and record
creating 3-D sculptures.	and effects	visual information
Children could research	with;	from different
still life subject matter		sources.
using the 'Your Paintings'	<ul> <li>Lines by</li> </ul>	Draw for a sustained
website from the BBC	controlling the	period of time at an
(here) to develop and	brush tool	appropriate level.
explain their	with increased	Make marks and
preferences.		lines with a wide
Sketchbooks could be	precision	range of drawing
developed as they collect		implements e.g.
and annotate images of	Changing the	charcoal, pencil,
still life examples.	type of brush	crayon, chalk pastels,
Children can experience	to an	pens etc.
still life digitally using the	appropriate	Experiment with
American National	style e.g.	different grades of
Gallery of Art website	charcoal	pencil and other
(here) which allows the	charcoar	implements (such as
children to interact and	Croots shares	biros, charcoal and
adapt digital still life	Create shapes	chalk) to create lines
works.	by making	and marks.
works.	selections to	Experiment with
Drawing and painting	cut, duplicate	
<ul> <li>Set up a series of still life</li> </ul>	and repeat	different grades of
arrangements of food,	-1	pencil and other
fruit and vegetables.	Experiment	implements to draw
Children make	with colours	different forms and
observational studies in		shapes.
sketchbooks.	and textures	Begin to show an
<ul> <li>Use a full range of</li> </ul>	by making an	awareness of objects
-	appropriate	having a third
drawing materials;	choice of	dimension.
grades of pencils,	special effects	Experiment with
charcoal and chalk to	and simple	different grades of
make careful drawings,		pencil and other
smudging to help create	filters to	implements to

<ul> <li>3-D effects.</li> <li>Work on a larger scale perhaps with charcoal and graphite sticks, particular develop in pastel, mixing purpose</li> <li>Create textures with a wide range of develop in pastel, mixing purpose</li> <li>Create textures with a wide range of develop problem in pastel, mixing purpose</li> <li>Develop drawings in paint, mix colours and studes.</li> <li>Develop drawings in paint, mix colours and studes.</li> <li>Experiment in watercolour or readymix paints. When dry, work into with pastels or other preference datercolour or readymix paints. When dry, work into with pastels or other preferences for materials.</li> <li>Encourage drawing and painting for sustained periods of time. This will allow children to develop preferences for materials. select their own and experiment combining media in sketchbooks.</li> <li>Evaluating</li> <li>Use sketchbook to refer back to original ideas to incorporate as work, progresses.</li> <li>Give children time to evolute their work and say what</li> </ul>
perhaps with carcoal and graphite sticks, develop in pastel, mixing colours and smudge to create 3-D effects.images for a particular purpose• Create textures with a wide range of drawing implements (such as oil and chalk pastel).Develop drawings in paint, mix colours and tints and shades.• Develop drawings in paint, mix colours and tints and shades.• Experiment in watercolour or readymix paints. When dry, work into with pastels or other preferred materials.• Develop the study of the study of the study of the study of the study study of the study of the st
and graphite sticks, develop in pastel, mixing colours and smudge to create 3-D effects.a wide range of drawing implements (such as oil and chalk pastel).Painting tints and shades.Develop drawings in paint, mix colours and tints and shades.PaintingExperiment in watercolour or readymix paints. When dry, work into with pastels or other preferred materials.Painting• Encourage drawing and painting for sustained periods of three. This will allow children to develop preferences for materials, select their own and experiment combining media in sketchbooks.Work on a range of scales e.g. thin brush on small picture etc.Evaluating • Use sketchbook to refer back to original dies to incorporate as work progresses.Evaluating and particular portage as work progresses.Evaluating and particular portage and to what they need for the task.
develop in pastel, mixing colours and smudge to colours and smudge to create 3-D effects.particular purposedrawing implements (such as oil and chalk pastel).Develop drawings in paint; mix colours and tints and shades.PaintingPainting• Experiment in watercolour or readymix paints. When dry, work into with pastels or other preferred materials.Painting• Experiment in painting watercolour or readymix paints. When dry, work into with pastels or other painting for sustained painting for sustained painting for sustained painting for sustained painting for sustained painting allow children to develop preferences for materials, select their own and experiment sketchbooks.Evaluating evaluating and textural effects on small picture etc. effects and textures with paint according to what they need for the task.Evaluating back to original ideas to incorporate as work progresses. Give children time toEvaluating and Developing Work eveloping Work
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<ul> <li>Develop drawings in paint; mix colours and tints and shades.</li> <li>Experiment in watercolour or readymix paints. When dry, work into with pastels or other preferred materials.</li> <li>Encourage drawing and paint creating textural effects.</li> <li>Pointing textural effects.</li> <li>Work on a range of scales e.g. thin brush on small picture etc.</li> <li>preferences for materials, select their own and experiment combining media in sketchbooks.</li> <li>Evaluating</li> <li>Use sketchbook to refer back to original ideas to incorporate as work progresses.</li> <li>Give children time to</li> <li>Work on and paproaches in their</li> <li>Orapae ideas, methods and approaches in their</li> <li>Give children time to</li> <li>Own and others'</li> </ul>
paint; mix colours and tints and shades.       Painting         • Experiment in watercolour or readymix paints. When dry, work into with pastels or other preferred materials.       • Experiment with different effects and textures including blocking in colour, washes, thickened paint creating         • Encourage drawing and painting for sustained periods of time. This will allow children to develop preferences for materials, select their own and experiment combining media in sketchbooks.       • Work on a range of scales e.g. thin brush on small picture etc.         • Create different effects and textures with paint according to what they need for the task.       • Create different effects and textures with paint according to what they need for the task.         • Evaluating • Use sketchbook to refer back to original ideas to incorporate as work progresses.       Evaluating and poroches in their own and others'
ints and shades.• Experiment with different effects and textures including blocking in colour, washes, thickened paints. When dry, work into with pastels or other preferred materials.• Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.• Encourage drawing and painting for sustained periods of time. This will allow children to develop preferences for materials, select their own and experiment combining media in sketchbooks.• Work on a range of scales e.g. thin brush on small picture etc. effects and textures with paint according to what they need for the task.Evaluating • Use sketchbook to refer back to original ideas to incorporate as work progresses. • Give children time toEvaluating and Developing Work
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preferred materials.paint creating textural effects.• Encourage drawing and painting for sustained• Work on a range of scales e.g. thin brush allow children to develop preferences for materials, select their own and experiment combining media in sketchbooks.• Create different effects and textures with paint according to what they need for the task.Evaluating• Use sketchbook to refer back to original ideas to incorporate as work progresses.Evaluating and Developing Work• Give children time to• Give children time to• Compare ideas, methods and approaches in their own and others'
<ul> <li>Encourage drawing and painting for sustained periods of time. This will allow children to develop preferences for materials, select their own and experiment combining media in sketchbooks.</li> <li>Evaluating</li> <li>Use sketchbook to refer back to original ideas to incorporate as work progresses.</li> <li>Give children time to</li> </ul>
<ul> <li>Work on a range of scales e.g. thin brush on small picture etc.</li> <li>Preferences for materials, select their own and experiment combining media in sketchbooks.</li> <li>Evaluating</li> <li>Use sketchbook to refer back to original ideas to incorporate as work progresses.</li> <li>Give children time to</li> </ul>
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combining media in sketchbooks.       to what they need for the task.         Evaluating       Evaluating and Developing Work         • Use sketchbook to refer back to original ideas to incorporate as work progresses.       • Compare ideas, methods and approaches in their own and others'
sketchbooks.       for the task.         Evaluating       Evaluating and         • Use sketchbook to refer       Developing Work         back to original ideas to       • Compare ideas,         incorporate as work       methods and         progresses.       • Give children time to       own and others'
<ul> <li>Use sketchbook to refer back to original ideas to incorporate as work progresses.</li> <li>Give children time to</li> <li>Developing Work</li> <li>Compare ideas, methods and approaches in their own and others'</li> </ul>
<ul> <li>back to original ideas to incorporate as work progresses.</li> <li>Give children time to</li> <li>Compare ideas, methods and approaches in their own and others'</li> </ul>
incorporate as work     methods and       progresses.     approaches in their       Give children time to     own and others'
progresses.approaches in their• Give children time toown and others'
Give children time to     own and others'
evaluate their work and work and say what
that of others, describe they think and feel
what they like or might about them.
change next time, what     • Adapt their work       materials they preferred     according to their
using, what advice they views and describe
may give another artist how they might
develop it further.
Annotate work in
journal.
Artists Covered Monet
Y4 Resources

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5 Topic	Kingdom United	Goodnight Mr Tom	Earthlings	Inventors and Inventions	Amazon Adventure	Faster Higher Stronger
Year 5 Art & Design Drawing Painting 3D	DT	Drawing – Henry Moore•Lines, Marks, Tone, Form and Texture•Use dry media to make different marks, lines, patterns and•Shapes within a drawing.•Experiment with wet media to make different marks, lines, •Patterns, textures and shapes.•Explore colour mixing and blending techniques with coloured pencils.•Use different techniques for different purposes i.e. shading, •Hatching within their own work.•Start to develop their own style using tonal contrast and mixed media.•Perspective and Composition Begin to use simple perspective in their work using a single focal point and horizon. ß Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.•Show an awareness of how paintings are created i.e. 	Painting –         Joan Miro         •Painting         •Develop a painting from a drawing         •Carry out preliminary studies, trying out different media and materials and mixing appropriate colours         •Create imaginative work from a variety of sources         e.g. observational drawing, themes, poetry, music         •Colour         •Mix and match colours to create atmosphere and light effects         •Be able to identify primary secondary, complementary and contrasting colours         •Work with complementary colour         •Collage         •Add collage to a painted, printed or drawn background         •Use a range of media to create collages         •Use different techniques, colours and textures etc when designing and making pieces of work         •Use collage as a means of extending work from initial ideas	DT	DT	Sculpture –         Greek Sculptures         •Shape, form, model and construct from observation or imagination.         •Use recycled, natural and man-made materials to create sculptures.         •Plan a sculpture through drawing and other preparatory work.         •Develop skills in using clay including slabs, coils, slips, etc.         •Produce intricate patterns and textures in a malleable media.
Artists covered		Henry Moore	Joan Miro			
Year 5 Resources						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6 Topic	Survival	Britten's Got Talent	Heroes and Villains	Supersleuth	Wonder	Beside the Seaside
Y6 Art & Design Drawing Digital Media Printing Collage	Digital Media - CamouflageDrawing•Work from a variety of sources including observation, photographs and digital images.•Work in a sustained and independent way to create a detailed drawing.•Develop close observation skills using a variety of view finders.•Use a journal to collect and develop ideas.•Use dry media to make different marks, lines, patterns and shapes within a drawing.•Experiment with wet media to make different marks, lines, patterns, textures and shapes.•Explore colour mixing and blending techniques 	Collage – Kandinsky • Add collage to a painted, printed or drawn background • Use a range of media to create collages • Use different techniques, colours and textures etc when designing and making pieces of work • Use collage as a means of extending work from initial ideas	DT	DT	Printing – Lino Printing •Create printing blocks by simplifying an initial sketch book idea •Use relief or impressed method •Create prints with three overlays •Work into prints with a range of media e.g. pens, colour pens and paints	DT

Y6 Resources					
Artists covered	David Hockney	<u>Kandinsky</u>		William Morris	
	from original ideas.				
	<ul> <li>Create layered images</li> </ul>				
	by layering.				
	digital image is created				
	<ul> <li>Understand that a</li> </ul>				
	graphics package.				
	retrieved, taken) into a				
	image (scanned,				
	<ul> <li>Be able to import an</li> </ul>				
	manipulate new images.				