



Art & Design CMAP



Curriculum Intent

At Sacred Heart RC primary school art and design should be fully inclusive to every child.

Our aims are to: Fulfil the requirements of the National Curriculum for art and design, provide a broad and balanced curriculum, ensure the progressive development of knowledge and skills; enable children to observe and record from first-hand experience and from imagination develop the children's competence in controlling materials and tools; acquire knowledge and become proficient in various art and design techniques and processes; begin to develop an awareness of the visual and tactile elements including; colour, pattern and texture, line and tone, shape, form and space; foster enjoyment and appreciation of the visual arts and develop a knowledge of significant artists, craftspeople and designers; increase critical awareness of the roles and purposes of art and design in different times and cultures; analyse works using the language of art and design and develop a cross-curricular approach to the use of art and design in all subjects.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programmes of study.

KS1: Pupils will be able to: use a range of materials creatively to design and make products; use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; use a sketchbook to record their ideas and review work as it progresses; talk about and discuss about the work of a range of artists, craft makers and designers, comparing and describing the differences and similarities between different practices and disciplines, and making links to their own work.

KS2: Pupils will be able 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; use/create sketch books to record their observations and use them to review and revisit ideas; improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g. pencil, charcoal, paint, clay; be able to discuss a range of traditional and contemporary artists, craftspeople, architects and designers in history; be able to talk about their own work as it progresses and review and refine their work where necessary.

Implementation

At Sacred Heart Primary School, our Art and Design curriculum is designed to meet the needs of our pupils ensuring our curriculum intentions are met. We do this through:

Following a whole school curriculum (SOW) that covers a range of styles, artists, designers, craftspeople and genres: drawing, painting, collage, printmaking, textiles and 3D (sculpture).

Half term units: Art and Design is taught for 3 half terms in an academic year. In addition to this there are two 1-week specialist themes taught throughout the year such as Remembrance and Wellbeing.

Weekly lessons – Art is taught once per week in KS1 and KS2. EYFS - art is taught throughout the week and is immersed into EYFS curriculum.

Whole class /mixed-ability lessons – The subject content, skills and techniques taught, are made accessible to all children; with special provision made for those children who may need it.

Good quality lessons – Teachers present good quality lessons in line with a scheme of work that covers: Drawing, Painting, Collage, Printmaking, Photography, Textiles and 3D (Sculpture).

Cross Curricular Links – To ensure that the pupils get the benefit of a full and balanced curriculum, links are made (where appropriate) with other curriculum areas.

Critical thinking – Is encouraged when discussing art, works of art and artists through the use of content, form process and mood. Pupils are also encouraged to use and respond to similar questions in response to their own work, pupils are guided to review and refine their work as it progresses whilst working independently and creatively.

Broad subject matter - Involves the study of a range of culturally and ethnically diverse artists, designers and craftspeople both past and present.

Fostering an understanding – Is achieved through the understanding that art is made by all sorts of people, in many different ways, for many different reasons. To further support this visiting artist work with pupils in school and during visits to art galleries/ museums / sculpture parks.

Art and Design Exhibition - All pupils work is showcased regularly.

Art Week – An art week is held twice a year, pupils from all year group’s work together to create an artwork to celebrate a shared theme.

Gallery Visits - Each year group in both Key Stages is linked with a cultural partner such as Manchester Art Gallery, Whitworth Art Gallery.

Artists in Residence – An artist in residence to be in school each term to work with the pupils.

Assessment (teacher) - Is to be completed at the end of each unit of work. Teachers will assess and comment on pupils work throughout each topic using post it notes.

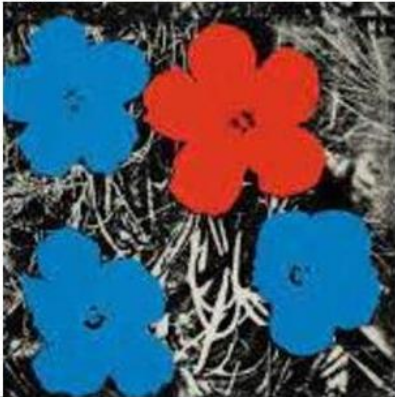
Assessment (self/peer) - Is used as a vital tool for establishing the progress the children are making and for identifying the next steps in learning.

Teacher CPD – Teachers provided with bespoke art and design CPD to support the development of their own knowledge and skills. Teachers work closely with practising artist and cultural partners to develop expertise.

Autumn 1 MARIAN	Autumn 2 REMEMBRANCE	Spring 1 CANDLEMAS	Spring 2 LENTEN	Summer 1 PENTECOST	Summer 2 TRINITY
Throughout the year children in reception will be learning to: • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.					
Creating with Materials • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.			Being Imaginative and Expressive • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music Artist in Residence: Emma Evans – Spring 1 Artist in Residence – Dave Partington – Autumn 2		

RECEPTION ART & DESIGN

Autumn 1 MARIAN	Autumn 2 REMEMBRANCE	Spring 1 CANDLEMAS	Spring 2 LENTEN	Summer 1 PENTECOST	Summer 2 TRINITY
	Focus: Habitats Artist: Daniel Mackie Key Skills: Drawing / Watercolour painting Media: Watercolour paints, canvas, paper, pencil Formal Elements: Line , shape, texture, colour Big Questions: How can I show my love for animals through my artwork. Artist in Residence : Dave Partington		Focus: Recycling Artists: Pop Art - Roy Lichtenstein, Andy Warhol / Elaine Sturtevant Key Skills: Printmaking / painting using block and poster paints Media: Pencils, coloured pencils, block and poster paints, recycled printing materials such as bubble wrap etc. Formal Elements: Line, shape, form, colour, texture, pattern. Key Questions: How can we look after Gods planet and use recycled materials for art?		Focus: Laudato Si Sculptures Artists: Clare Borsch Andy Goldsworthy Key Skills: Drawing, colour and environmental photography Media: Pencils, coloured pencils, scissors, natural forms, string, iPads Formal Elements: Line, shape, form, colour, texture, pattern Key Questions: How can we be activists for Climate Change through art. How can we influence others and protect Gods planet through art? Art Visit: Yorkshire Sculpture Park / Beach

Year 1	Autumn	Spring	Summer
Topic	Can we paint different habitats?	Can we print Pop Art using reusable items?	Laudato Si Sculptures.
Artist(s) Art Form	Daniel Mackie – Illustration / Drawing /Painting / Photography	Elaine Sturtevant, Roy Lichtenstein and Andy Warhol / Pop Art – Drawing and Painting / Printmaking	Andy Goldsworthy and Clare Borsch – Environmental Art / Sculpture / Photography
Topic	 https://www.youtube.com/watch?v=welfLc2kHyU	 https://www.youtube.com/watch?v=DhEyoDCTSDQ	 https://www.youtube.com/watch?v=B4jV87O_cMI
Week one	Pupils will create their title page and mindmap about the artist(s)		
Week Two Artist Research	Pupils will explore at the artwork of Daniel Mackie. Each pupil will create a collage of Daniel Mackie's artwork over two pages in their sketchbooks. Pupils will create a study of one of his artworks using coloured pencils and analyse it using Content, Form, Process & Mood. 	All work to be completed in the pupil's sketchbooks. Explore the artwork of Elaine Sturtevant, Roy Lichtenstein and Andy Warhol using Content, Form, Process & Mood. Pupils will look at the work of each artist and make comparisons. Pupils to create a study of the work 'Marilyn' by Andy Warhol. 	Look at the artwork of Andy Goldsworthy and Clare Borsch. Create a collage of their artworks. Compare the two artists.  Choose an artwork to analyse such as 'Pebbles' by Andy Goldsworthy or Clare Borsch's Biodiversity installation. Pupils will analyse the work using Content, Form, Process & Mood. Pupils to show an awareness of pattern



and be able to discuss patterns, repeating patterns and symmetry.

<https://www.youtube.com/watch?v=USgiTXAEC9E>



Annotation

Pupils must annotate their work as it progresses.

Week
Three

Primary
Research

Explore school/ Hall / Lee Bank park. Look at the different habitats and take photos using the iPads. Look at habitats from around the world and compare. Create a collage in the pupils sketchbooks using the photographs that pupil have taken and printed images of habitats from across the world.



In their sketchbook pupils will create a line drawings of 'Mary Seacole' using pencil.



Explore the school grounds and take photographs of natural life such as leaves, plants, trees etc. using the iPads. Pupils to create a collage of the natural forms in their sketchbooks.



Pupils will create of observational drawings of natural forms using pencil, pastels and oil pastels.

<https://www.youtube.com/watch?v=TKb03pUvgfk>

			
Week Four and Five Design 1	In sketchbooks pupils will design their artwork by creating a line drawing of an animal. https://www.youtube.com/watch?v=dz1bBPgil-U (this shows you how to draw a panda)  Inside the animal pupils will sketch out features of their habitat in the style of Daniel Mackie. They will add colour using coloured pencil. For design two they will repeat this and	Pupils will design their Mary Seacole painting. In the style of Andy Warhol pupils will add bright colours to the drawing of Mary Seacole using coloured pencils. Colours added must be bright, complementary colours. Pupils will create two designs and will experiment with the colours they use. Pupils will experiment with a variety of recyclable materials to create marks with. Use recycled materials, such as bubble wrap, bottle caps, corrugated cardboard, bubbles, etc. Experiment with and make marks using primary coloured paint into their sketch books. https://www.youtube.com/watch?v=G88rU8cdTQg 	Pupils to design their Andy Goldsworthy/ Clare Borsch inspired art installation by drawing leaves, stones and other objects found in nature using charcoal and stick/ink. Pupils to create a number of drawings and arrange their drawings into a range of shapes like Andy Goldsworthy / Clare Borsch. 

will experiment with different colours and habitats. Discuss the colour wheel with the pupils.



**Week
Six**

**Final
Outcome**

Pupils will recreate the best design onto an artist canvas. All canvases will form part of an exhibition for parents. Pupils must add colour to this artwork using watercolour paint.

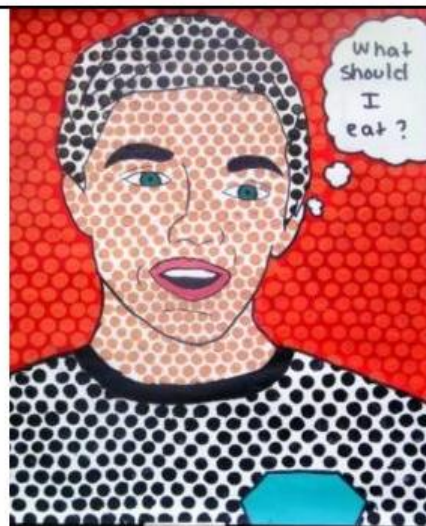


In group of 4 pupils to work on large paper to create marks using the bubble technique and bubble wrap printing. Use bright coloured paint such as red and yellow like Roy Lichtenstein. When the paper is dry pupils to draw Mary Seacole onto the paper and outline in black marker pen.



Pupils will work together to create an Andy Goldsworthy inspired sculpture. They will go outside or visit the beach. They will work together to collect items and arrange them into the shapes they created in their designs.





Display

Display the canvases as an art exhibition around school.



Display the portraits in groups of 4 like Andy Warhol.



Display the installation like Andy Goldsworthy and Clare Borsch.

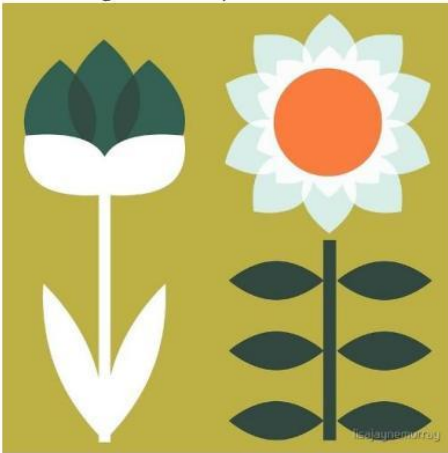


Evaluation

**Pupils must evaluate their work using
WWW – What Went Well
EBI – Even Better If**

Autumn 1 MARIAN	Autumn 2 REMEMBRANCE	Spring 1 CANDLEMAS	Spring 2 LENTEN	Summer 1 PENTECOST	Summer 2 TRINITY
	Focus: Remembrance Soldier Artist: Paul Cummins and Kara Walker Key Skills: Collage, line drawings, art installation. Media: Paper, pens, collage papers, glue, scissors Formal Elements: Line, shape, form, colour, texture, pattern Big Question: How do we remember the fallen through our art? Artist in Residence :Adnan Byatt (poppy wave dress)		Focus: 1960's Wallpaper Artist: Orla Kiely / Alan Birch Key Skills: Illustration / printmaking Media: Pencils, Indian ink, crayons, pastels, printing inks, printing boards, lining paper Formal Elements: Line, shape, form, colour, texture, pattern Big Question: How is our life today influenced by the 1960's designers ? Art Visit: Whitworth Art Gallery		Focus: Celebrate Differences Artist: Jon Burgerman Key Skills: Drawing, Doodling, Colour application Media: Pens, poschas, paper, colour pencils, iPad. Formal Elements: Line, shape, form, colour, texture, pattern Big Question: How can we celebrate our differences through art?

Y2 ART & DESIGN

Year 2	Autumn	Spring	Summer
Topic	Tower of London / Remembrance	1960's	Jon Burgerman
Artist / Art Form	Paul Cummins and Kara Walker – Sculpture / Collage	Orla Kiely – Printmaking / Drawing	Jon Burgerman – Illustration / Street Art
Topic	 https://www.youtube.com/watch?v=58aX_EBwzr4	 https://www.youtube.com/watch?v=otXhtLHE0mc	 https://www.youtube.com/watch?v=c6Vx5ZvgV5I
Week One Research	Pupils will create their title page and mindmap about the artist(s)		
Week Two Artist Research	Look at the work of the artists Paul Cummins and Kara Walker. Create a collage of the artist's work and compare the two artists.  Look in depth at the work of Paul Cummins and his poppy installation 'Blood Swept Lands and Seas of Red' displayed at the Tower of London. Each pupil to analyse the artwork using Content, Form, Process & Mood and create a drawing of the Poppy Wave. https://www.youtube.com/watch?v=azos1HOCEuw	Look at the work of the textile designer Orla Kiely and her designs. In their sketchbooks pupils will analyse her work using Content, Form, Process & Mood. Each pupil will create an A4 study of one of Orla's artwork and add colour using coloured pencils. 	Look at the art work of Jon Burgerman such as 'Keitti'. Pupils to analyse the work using Content, Form, Process, Mood and create a study of the work using felt tip pens. https://www.youtube.com/watch?v=c6Vx5ZvgV5I 

possible, arrange the colours to show a variation of tone.

<https://www.youtube.com/watch?v=CPGxPfckqKU>



and irregular patterning and by using different colours, art materials such as pen, pencil and watercolour



Week Six

Final Outcome

Each pupil will recreate their best design using collage. All pupils will create a collaged poppy. All poppies will form part of the poppy remembrance wave in the style of Paul Cummins.



Pupils will work in groups of 8 to create a large scale wallpaper. They will draw their natural forms onto the lining paper and will repeat until the whole paper is filled. Use a variety of materials to do the drawings with.



On A3 paper each pupil to create a Jon Burgerman style artwork. They will choose their best design and like Jon Burgerman add shapes, colour and lines to the spaces in the background. Use felt tips/ markers / Poscha pens to add the colour



possible, arrange the colours to show a variation of tone.

<https://www.youtube.com/watch?v=CPGxPfckqKU>



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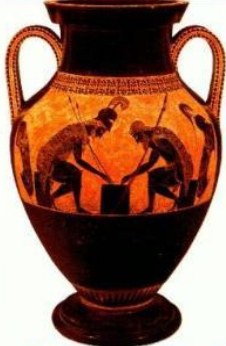
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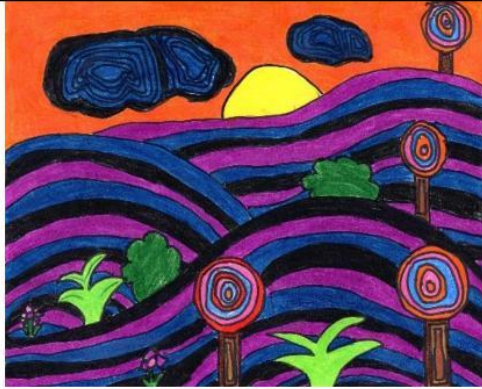


Display	 Arrange all poppies into a poppy wave like the artist Paul Cummins.	 Display the artwork around school.	Photocopy the children's work and display all of the children's work combined into a large installation in the style of Jon Burgerman. 
Evaluation	Pupils must evaluate their work using WWW – What Went Well EBI – Even Better If		

Autumn 1 MARIAN	Autumn 2 REMEMBRANCE	Spring 1 CANDLEMAS	Spring 2 LENTEN	Summer 1 PENTECOST	Summer 2 TRINITY
	Focus: Greek Pottery Artists: Greek Art, Swoon, Banksy Key Skills: Graffiti art, paper mache, sculpture Media: Paint, ink, crayons, paper mache, masking tape Formal Elements: Line, shape, form, tine, texture, colour pattern, scale Big Question: How does looking at pattern and texture reveal God's creation? Art Visit: Manchester Art Gallery		Focus: Stone Age Artists: Henry Moore / Jon Stucky Key Skills: Drawing using a variety of materials such as charcoal, posha, inks. Media: Black biros, chalk, pastels, crayons, charcoal, inks, poschas, brown paper Formal Elements: Line, shape, form, tine, texture, colour pattern, scale, space, abstract. Big Question: How do artists tell stories through their artwork?		Focus: Landscape Collagraph Artists: Hundertwasser / Alan Birch Key Skills: Collage / Drawing / Printmaking Media: Coloured pens, paints, paper, glue, printing inks. Formal Elements: line, shape, form, tine, texture, colour pattern, scale, space, abstract. Big Question: How can artists work in different mediums? Artist in Residence : Alan Birch

Y3 ART & DESIGN

Year 3	Spring	Autumn	Summer
Topic	Greek Pottery	Stone Age Painting	Landscapes
Artist(s)	Banksy/Swoon/Greek art – Graffiti Art, Sculpture	Stone Age Art / Jon Stucky – Drawing, painting, scraffito	Hundertwasser – Drawing, painting, printmaking
Art Form			
Topic	 https://www.youtube.com/watch?v=Xoe3Nn5vuBg	 https://www.youtube.com/watch?v=vxE3nftSAbU	 https://www.youtube.com/watch?v=XII4DWV5Sk
Week One Research	Pupils will create their title page and mindmap about the artist(s)		
Week Two	Discuss politics and how artists create artworks about it. Look at the work of Banksy and Swoon. Create a study of a work of Banksy or Swoon and explain what their work is about using content, form, process & mood.  Ask the pupils to make links between the work of Banksy, Swoon and Greek Art.	Look at the artworks of Stone Age art and Jon Stucky.  In their sketchbook pupils will analyse the work of both artists using Content, Form, Process & Mood. Create a two-page study on Stone age Art and Jon Stucky. Make comparisons of the artists commenting on similarities and differences.	Pupils to look at the work of Hundterwasser. Pupils will analyse his work using Content, Form, Process & Mood. Pupils to create a study of his work in their sketchbooks using coloured pencil and felt tips. https://www.youtube.com/watch?v=Yau2UUvwutk 

			
Annotation	Pupils must annotate their work as it progresses, they must review what they have done, comment on how they have done it and how they can improve.		
Week Three Primary Research	Look at Greek Art and Pottery. Explore the shapes of the pots and the themes that are painted onto them. Create a collage of a Greek pot using paper like Swoon. https://www.youtube.com/watch?v=0GJsUfXQWSU	Research animals that were alive during the Stone-Age. Work with Mr Simpson to make charcoal that will be used to create a number of observational drawings onto scrunched up brown paper of animals from the Stone Age times. Add drawings to the pupil's sketchbooks.	Pupils to create a series of line drawings of landscapes in their sketchbooks. Pupils will experiment by using a variation of line to show detail and texture within their drawings. Pupils will work with the artist / printmaker Alan Birch to create a collagraph landscape.
		 https://www.youtube.com/watch?v=x0FgnAFQBok&t=116s	
Week Four	Pupils will create two designs for a Greek inspired Vase in their sketchbooks. The design will be inspired by an issue that each pupil is passionate	Pupils will create a designs for their final outcome. They will draw Stone Age animals with Jon Stucky	Each pupil will design their final outcome by recreating their best landscape drawing in their

Design

about such as Climate Change, Poverty and Homelessness. The design must be simple like the work of Banksy and include patterns in the style of the Greek vases. Pupils must colour the vase, they are only allowed to use earth colours such as black, orange, yellow, brown or red.



patterns in the background. Pupils will use coloured pencils to create their designs.



sketchbook. In the style of Hundterwasser they will add patterns and colours to the landscape drawing using felt tip pens and oil pastels.



Week
Five and
Six

In pairs create large Greek vases using card and paper mache. Paint the final design onto the vase using red, orange and black paint.

For their final outcome pupils will create a scraffito Stone Age animal artwork. The scraffito artwork will be a Stone Age animal in the style of Stone Age art using the colour and patterns of Jon Stucky.

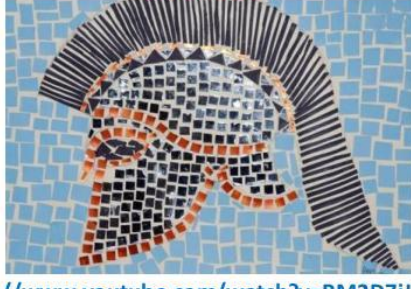
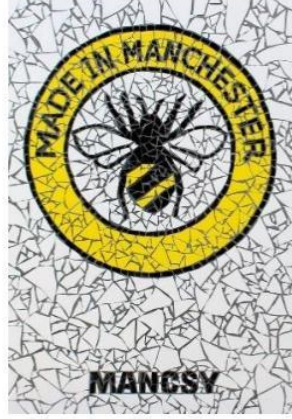
Pupils will create an A4 paper collagraph artwork onto a canvas using their Hundterwasser landscape design as inspiration.

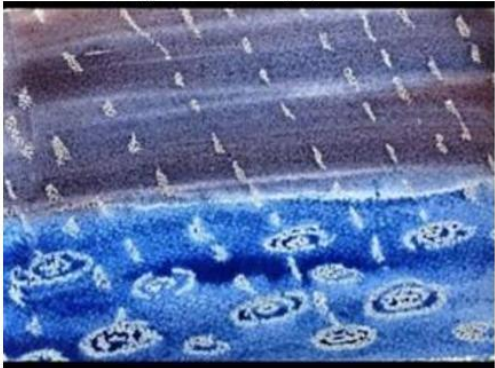
<https://www.youtube.com/watch?v=0hG-mgQPess>

Final
Outcome

			
Display	Display the completed vases in the entrance of the school. 	Display the completed vases in the entrance of the school. 	Display all of the completed artwork in the studio and invite parents in to see the exhibition. 
Evaluation	Pupils must evaluate their work using WWW – What Went Well EBI – Even Better If		

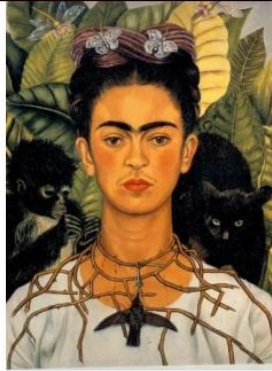
Autumn 1 MARIAN	Autumn 2 REMEMBRANCE	Spring 1 CANDLEMAS	Spring 2 LENTEN	Summer 1 PENTECOST	Summer 2 TRINITY
Focus: Water Artist: Claude Monet / Berthe Morisot Key Skills: Wax Resist Batik, wax resist drawing. Media: Wax crayons, inks, hot iron Formal Elements: line, shape, form, texture, colour pattern Big Question: How can I create one of Gods elements using Wax Batik?		Focus: Roman Mosaic Artist: Amanda Mc Crann / Roman Art Key Skills: Mosaic collage / portrait Media: Graphite, paper, glue, magazines Formal Elements: Shape, form, line, texture, colour pattern. Big Questions: Why is Roman Art still important today? Did Jesus appreciate Roman Art? Artist in Residence :Dave Partington		Focus: Famous Local Artist Artist: LS Lowry, Lisa Levine Key Skills: Drawing, painting Media: Pastel, biro, acrylic paints, canvas, pens. Formal Elements: Line, shape, form, line, texture, colour pattern, scale, space, abstract, design. Big Questions: Why did LS Lowry dedicate to capturing the lives of others. How does the city of Manchester inspire Lisa Levine? Art Visit: Manchester Football Museum	

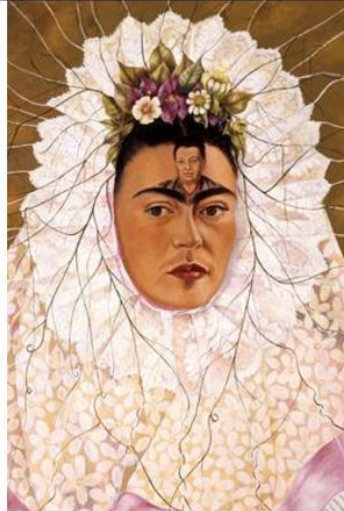
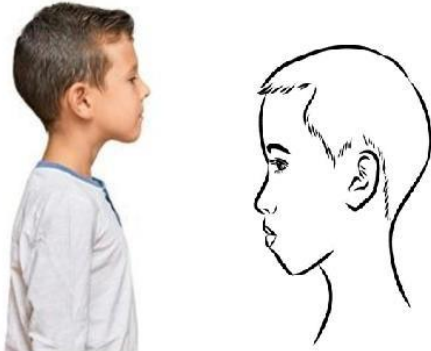
Year 4	Autumn	Spring	Summer
Topic	Water – Wax Batik	Roman Mosaic Portraits	Famous Local Artists
Artist / Art Form	Claude Monet/ Berthe Morisot – Wax Resist, Drawing and Painting, Impressionism	Amanda Mc Crann – Mosaic, sculpture, drawing, photography	LS Lowry / Lisa Levine – drawing, painting, abstract art
Topic	 https://www.youtube.com/watch?v=BwUZdefiTV4	 https://www.youtube.com/watch?v=RM2D7iJHWXQ	 https://www.youtube.com/watch?v=8LMM5LdQVWQ https://www.youtube.com/watch?v=yc6mN1d_Nc8
Week One Research	Pupils will create their title page and mindmap about the artist(s)		
Week Two Artist Research	Research the artwork of Impressionist artists Claude Monet and Berthe Morisot. Analyse the artist's work using Content, Form, Process and Mood. Make comparisons of the two artists work. Create a two page collage of the artist's work. https://www.youtube.com/watch?v=BwUZdefiTV4 In their sketchbooks pupils will create a study of Monet's work 'Garden of Giverny' and Watch the video below for a walk inside the painting. https://www.youtube.com/watch?v=HAiXGalloFs https://www.tate.org.uk/kids/explore/what-is/impressionism 	Look at the Manchester mosaic artist Amanda Mc Crann. Pupils to analyse her work in their sketchbooks using Content, Form, Process and Mood. Research the work of Roman artists and in particular their mosaics and patterns. Pupils to create a collage of the Roman artist work in their sketchbooks. 	Look at the works of LS Lowry and Lisa Levine. In sketchbooks analyse the Lowry work 'Going to the Match' using Content, Form, Process & Mood. Both are Manchester artists, past and present, with very different styles. Compare the two. Create study of Lowry's artwork 'Going to the Match'. 
Annotation	Pupils must annotate their work as it progresses, they must review what they have done, comment on how they have done it and how they can improve.		

Week Three Primary	On A4 paper using white crayon and blue ink or watercolour paint create wax resist observational drawings of a waterscape. Each pupil should make at least 2 different drawings. https://www.youtube.com/watch?v=1xNPVeLlaQ8 All work will be glued into the pupil's sketchbook. 	In the style of both Roman Art and the work of Amanda Mc Crann the pupils are to create simple drawings about people that make them smile. This may be a family photo, a scientist, a footballer etc. Pupils to use the graphite technique to create an accurate drawing. 	Pupils to take a photograph of their local area such as Westhoughton High Street, Middlebrook, Burnden Park, the street where the pupil lives. In their sketchbooks using a biro they will create 2 drawings of local areas. They will experiment with line, tone and scale. 
Week Four Design	Like Claude Monet create two observational line drawing of a garden with waterlilies, add colour using colour pencils. Experiment with the colours you use. https://www.youtube.com/watch?v=_DJK_iTflxo 	Pupils to create two designs. Using the portrait created add Roman patterns, colour and roman numerals around the edge. Continue to keep the artwork simple. Do one colour and one black and white design. 	Each pupil will design an artwork about their local area. The artwork will be in the style of Lowry using the bright colours of Lisa Levine. 
Week Five Final Outcome	Pupils to create a wax resist batik of their best design. Recreate the drawing of a waterscape onto thick cartridge paper (130gsm), colour over the top of this using a thick layer of wax crayons. Scrunch up the paper so that the crayon cracks. After straightening out the paper paint over the top with	In the style of a Roman artist and Amanda Mc Crann create a paper mosaic of your portrait using coloured paper or old magazines. Ensure that you add Roman patterns to the background. https://www.youtube.com/watch?v=cdgkUpqx7wl&t=16s	In groups of 4 each group to work together to make an A1 artwork of Bolton / Westhoughton in the style of Lisa Levine. Each painting to be painted onto a1 cartridge paper. https://www.youtube.com/watch?v=TBVQ4uarXvE

	inks, this will flow into the cracks and create a batik effect. https://www.youtube.com/watch?v=v8JUA7EcNTE 	https://www.youtube.com/watch?v=cdgkUpqx7wl (small clip about history of mosaics) 	(This clip shows the work of the Fauve artist Andre Derain but it is the style that Lisa Levine is influenced by). 
Display	All artworks to be ironed, an adult to do the ironing. Put a layer of paper on top and then iron over, this will straighten them back out. Display the work in the studio the style of the 'Garden of Giverny'. 	All work to be displayed in the style of a large mosaic. Add Roman patterns to the borders of the display. 	Display all artworks in the hall and invite parents in to see the exhibition. 
Evaluation	Pupils must evaluate their work using WWW – What Went Well EBI – Even Better If		

Autumn 1 MARIAN	Autumn 2 REMEMBRANCE	Spring 1 CANDLEMAS	Spring 2 LENTEN	Summer 1 PENTECOST	Summer 2 TRINITY
	Focus: Sarcophagus Artists: Egyptian Art, Chila Kumari Burman Key Skills: Mixed Media Media: Photomontage, sculpture using Modroc, paint paper, glue, coloured pens. Formal Elements: Line, shape, form, tone, texture, colour pattern, scale, space Big Questions: How has Egyptian Art inspired art today. Art Visit: Bolton Museum and Art Gallery Artist in Residence :Dave Partington		Focus: Great Artists Artist: Nancy Standlee Loui Jover Key Skills: Silhouette painting / Collage Media: Collage, printed backgrounds, old books, Indian ink, paint brushes Formal Elements: Line, shape, form, tone, texture, colour pattern, scale, space Big Question: How can my artwork reflect the emotion of the historical period.		Focus: Self Portraits Artist: Frida Kahlo Key Skills: Painting, drawing Media: Acrylic Paint, pens, pencils, cartridge paper Formal Elements: Line, shape, form, tone, texture, colour, pattern, scale, space Big Question: How can I show through my painting in the style of Frida Kahlo what my gifts are. How can I be a true activists like Frida Kahlo

Year 5	Autumn	Spring	Summer
Topic	Sarcophagus	Great Artists	Self Portraits
Artist (s) Art Forms	Egyptian Art / Chila Kumari Burman	Nancy Standlee and Loui Jover	Frida Kahlo
Topic	 https://www.youtube.com/watch?v=ibp_i7bekQU&list=RDQMlbdxzNoHSts&start_radio=1	 https://www.youtube.com/watch?v=DiHy31uiCGg	 https://www.youtube.com/watch?v=wfbLR15Bh74
Week One Research	Pupils will create their title page, mindmap and collage about the artist(s) In sketchbooks pupils will research the artist(s) and will create a two page collage about the artist(s). Present the collage in the style of the artist.		
Week Two Artist Research	Pupils will look at Egyptian art and Sarcophagus. Pupils will create a two page collage of Egyptian art in their sketchbooks and will annotate it.  Pupils will look at the artist Chila Kumari Burman. In sketchbooks pupils to create a study of a Burman's artwork and analyse using Content,	Look at the artwork of the collage artists Nancy Standlee and Loui Jover, discuss their artwork with the pupils and make comparisons. Pupils to choose one of the artist to create a study of. They must analyse the work of the artist using Content, Form, Process & Mood and create a study of one of the artworks. 	Look at the Frida Kahlo artwork 'Self Portrait with Thorn Necklace and Hummingbird'. In sketchbooks stick in an image of the artwork and ask pupils to analyse it using Content, Form, Process, Mood. Interpretation - Self Portrait with Thorn necklace and Hummingbird - Black bird contrasting against white shirt - Two Animals - Insects - Pain, torment juxtaposed with natural surrounding - Dissonance 

	Form, Process & Mood. Pupils must make a comparison between the work of Chila Burman and Egyptian art.  https://www.youtube.com/watch?v=bvL4WoFfL0g		
Annotation	Pupils must annotate each page in their sketchbook. They must review their work as it progresses commenting on what they have done, how they have done it and ways in which they can improve.		
Week Three Primary Observation	Pupils to take photographs of their face from a side profile, stick these into the pupil's sketchbooks. Pupils to create a self-portrait on brown paper using their photograph as inspiration. Pupils will use fineliner to create the image. 	In their sketchbooks each pupil to create two observational drawings of local mills one with biro and one silhouette drawing with berol pen. Use coffee or tea stained backgrounds to do the drawings onto. https://www.youtube.com/watch?v=7bQZPB_eSKM 	https://www.youtube.com/watch?v=IRp3sBQ-NFU In sketchbooks pupils will create a self-portrait using line only (no shading). 

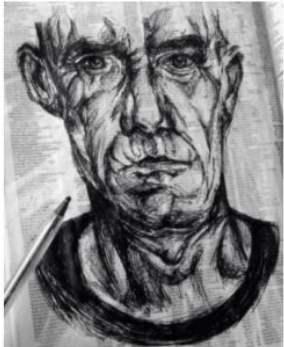
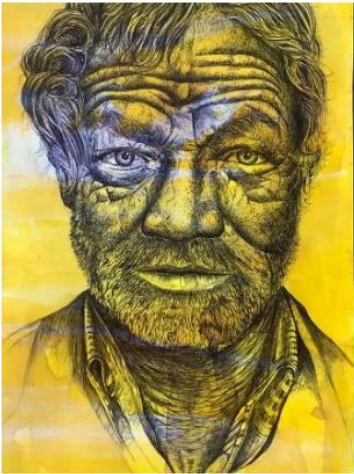
Week Four Design	Pupils will design their own Egyptian artwork using their portraits, photographs, Egyptian art and Chila Burman as inspiration. The pupils will create the artwork on brown paper and add colour to their designs by using felt tip pens, oil pastels and gold metallic pens to add the finer details. Pupils will use Egyptian patterns and hieroglyphs on their artwork. Each pupil will create two designs. https://www.youtube.com/watch?v=80XF5Z1ENJE https://artprep.weebly.com/egyptian-self-portrait.html 	Pupils to create two designs for their burning of the mill silhouette artwork in the style of Louis Jover. Pupils to create 2 silhouette paintings using black ink onto print paper from old books or newspapers. https://www.youtube.com/watch?v=67_oTkDINOI  	Pupils will create a self-portrait in the style of Frida Kahlo. Stage 1 On a paper pupils to use the graphite technique to create an accurate drawing of their face. Stage 2 Pupils will paint bright colours onto a canvas, the colours used will that express the pupil's feelings. When the paint is dry transfer the pencil drawing to the painted background. https://www.youtube.com/watch?v=qiAz07rplRc  
Week Five Final Outcome	Pupils will recreate their best portrait onto brown paper using pens, oil pastels and paint.	Working in the style Loui Jover and Nancy Standlee pupils to work in groups of 4 to create large scale artwork of a mill. The pupils will choose aspects of each of their designs to	Using marker pens pupils must add a black outline around the portrait. To complete the artwork in the style of Frida Kahlo add patterns, animals, flowers

Display		include on the artwork. Each artwork will be created onto an A1 canvas using collage materials, old books, magazines, black ink and oil pastels.	and leaf shapes to the artwork using marker pen or poscha pens.

				
Evaluation	All pupils must evaluate their work: 1. What went well 2. How their work links with the work of the artist(s) they have studied 3. How they can improve their work in the future			

Autumn 1 MARIAN	Autumn 2 REMEMBRANCE	Spring 1 CANDLEMAS	Spring 2 LENTEN	Summer 1 PENTECOST	Summer 2 TRINITY
Focus: 20th Century pottery Artists: Clarice Cliff Key Skills: Ceramics Media: Pens, pencils, coloured pencils, fineliner pen, clay. Ceramic artist Formal Elements: Line, shape, form, tone, texture, colour pattern, scale, space Big Question: How can we illustrate our thoughts on 20th Century Westhoughton through our ceramic pots. Art Visit: Manchester Peoples History Museum Artist in Residence: Dave Partington		Focus: Costume making Artist: Vince Low & Vivienne Westwood Key Skills: Costume design, drawing, design Media: Recycled fabrics, glue gun, paper, decorative materials, needles, thread, mannequin x 4, buttons etc. Formal Elements: Line, shape, form, tone, texture, colour, paper scale, 3D Big Questions: How can we use the work of Shakespeare to inspire our fashion designs. How do our fashion designs link with the clothes worn during the times when Shakespeare lived from 1564 to 1616 – the early modern period between the Middle Ages and the Industrial Revolution.		Focus: Leavers T Shirts Artists: Keith Haring Key Skills: Fashion design, drawing, painting Media: Multi media such as fabric paints. paints, t shirts, buttons, ribbon, needle, cotton Formal Elements: Line, shape, form, tone, texture, colour, pattern, scale, space 3D. Big Questions: *How can my designs illustrate who I am. *How can my designs show that I am an activist for Christ. *Have the fabrics used to create my T Shirt been created ethically? Artist in Residence: Jana Kennedy	

Year 6	Autumn	Spring	Summer
Topic	20 th Century Pottery	Shakespeare Costume Design	Me, Myself and I
Artist(s)	Clarice Cliff/ Dave Partington -	Vince Low/ Vivienne Westwood/ Jana Kennedy -	Keith Haring – Street Art/ Fashion Design
Art form	Ceramics/Design/ Drawing	Fashion Design / Experimental Drawing	
Topic	 https://www.youtube.com/watch?v=Ag9J9lr_Lio	 https://www.youtube.com/watch?v=oRRrkMFsOZM	 https://www.youtube.com/watch?v=xkTITbLQkh8
Week One Research	Pupils will create their title page and mindmap / collage about the artist(s) In sketchbooks pupils will research the artist(s) and will create a two page collage about the artist(s). Present the collage in the style of the artist.		
Week Two Artist research	Pupils will research the work of Clarice Cliff. They will create a study of the work they have chosen and analyse it using Content, Form, Process & Mood . 	In sketchbooks pupils will research the work of Vince Low and create a study of his art work such as 'Rowan Atkinson' in biro and analyse the artwork using Content, Form, Process & Mood. https://www.youtube.com/watch?v=wleqcsXyGI0 	Pupils will look at and research the work of Keith Haring (clean). Pupils to create a study of the work 'Pop Shop' and analyse it using Content, Form, Process & Mood. https://www.youtube.com/watch?v=QLCHO4Vau_U 

Annotation	Pupils must annotate each page in their sketchbook. They must review their work as it progresses commenting on what they have done, how they have done it and ways in which they can improve.		
Week Three Primary Research	Stage 1 Pupils will create 2 tonal and line observational drawings of 20th century Westhoughton such as buildings, landscape or the town by using a range of B pencils. Create these drawings onto coffee stained paper in sketchbooks.  	Create a series of sketches of Shakespearian characters in the style of Vince Low using biro. Before the studies are created add a coffee wash to the paper or draw the characters onto photocopied scripts / old books. https://www.youtube.com/watch?v=cX_d8blg_iE https://www.youtube.com/watch?v=MT8hP6ovzTI  	Pupils to use old magazines, tickets, photographs etc. to create a moodboard about themselves. https://www.youtube.com/watch?v=01ookYWcBPM (play without sound)  

Week Four and Five

Design

Stage 2 Pupils will transform one their drawing of 20th Century Westhoughton drawings into a Clarice Cliff style drawing using felt tip pens.



In sketchbooks pupils will design their own 20th century pots inspired by Clarice Cliff research. Each pupil will create two designs and will experiment with shape, pattern and colour.



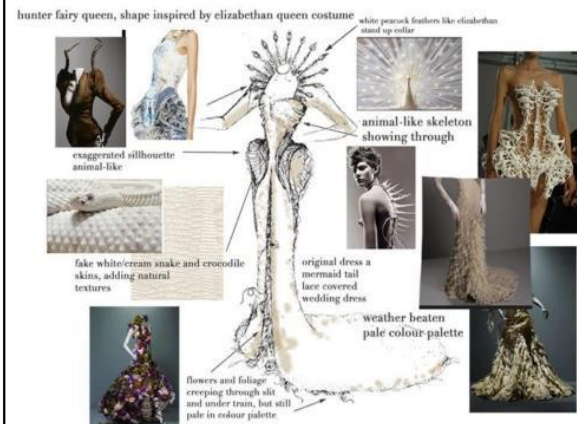
https://issuu.com/jammdesign/docs/ww102-200_20thcentury/10
https://www.youtube.com/watch?v=qW1IZYhMW_w

Pupils to look at the work of fashion designer Vivienne Westwood for inspiration. Each pupil to design a costume for a Shakespeare character.

Stage 1 Each pupil to create a mood board for their character. This will inspire the pupils design in stage two.



Using their moodboard as inspiration each pupil to design their Shakespearean costume. Display the completed design in the middle of the moodboard.



Pupils to choose 5 objects off their moodboard and in sketchbooks create simple drawings of each object in the style of Keith Haring (artwork below). Pupils to colour their artworks brightly using felt tip and poscha pens. Each object to be outlined in black with the background coloured in a contrasting colour. Each pupil must also create a drawing of themselves in the style of Keith Haring.

<https://www.youtube.com/watch?v=NxtB0AidTAA>



Keith Haring

Week Six Final Outcome	Pupils will work with the artist Dave Partington to transform their 2d designs into a 3d pot. The pots created will reflect the 20th century and the work of Clarice Cliff.   https://www.youtube.com/watch?v=e9sN03QKwHo https://www.marthastewart.com/1538870/air-dry-clay-vase-	Pupils to work with designer Jana Kennedy. Each pupil to work in groups to create their Shakespeare costume. All costumes to be created using recycled materials such as newspaper, brown paper or black bin bags. All costumes must be wearable. https://www.youtube.com/watch?v=LnuKLbmyrFw    	Pupils to create their 'T Shirts'. Pupils will draw their designs onto a white or black t shirt using fabric and poscha pens. Pupils to create patterns on their t shirts by repeating their drawings on both the front and back of the t shirt.  
Display	Create a display all of the 20th century pots around school. Exhibit the vases on boxes around school.	All costumes will form part of a fashion show for pupils and parents to see. After the show all costumes will be displayed on mannequins.	Pupils to wear their t shirts during their leaver's assembly. After the assembly (or before depending upon the date of the assembly) pupils t shirts to be displayed around school with a photograph of the pupil as the head.



Evaluation

All pupils must evaluate their work:

1. What went well
2. How their work links with the work of the artist(s) they have studied
3. How they can improve their work in the future