

Malmesbury Primary School Curriculum Overview – Art and Design

Children in years 1 & 2 study the following units in Art and design. Click the hyperlinks to see the detail of each unit of study:

Year 1 Art units of study	Y1 Term 2	Y1 Term 4	Y1 Term 6
	Drawing – Self Portraits	Painting – Colour Chaos	Nature and African Surprise
Year 2 Art Units of Study YEAR A	Y2 Term 2	Y2 Term 4	Y2 Term 5
	Sculpture	Collage – Monet	Printing – Wm Morris
Year 2 Art Units of Study YEAR B	Y2 Term 2	Y2 Term 5	Y2 Term 6
	Sculpture	Printing – Wm Morris	Collage – Monet

Children in Year 2 progress through the units of study in a slightly different order, in a 2 year cycle. 2023-4 is Year B of the cycle.

[Jump to the Key Stage 2 overview](#)

Drawing Self-Portraits –Year 1 Term 2

Outcome: Draw self-portrait using individual photos taken in Computing							
Artists and their work	Exploring and Evaluating Ideas	Drawing	Painting	3D Design	Use of IT/Digital Media	Printing	Textiles/ Collage
<u>National Curriculum</u>							
Learn 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.	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 drawing 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 painting 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 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 digital media to develop and share their ideas, experiences and imagination	Use printing to develop and share their ideas, experiences and imagination	Use textiles/ collage to develop and share their ideas, experiences and imagination
<u>Malmesbury Key Learning</u>							
Investigate the line patterns in the picture <i>Starry Night</i> by Van Gogh Look at lines in Pablo Picasso's cubist face	Experiment with mark making and pictures with curved lines Experiment drawing human hair using hatching and cross hatching	Experiment with mark making and pictures with curved lines Try and draw a simple face without lifting pencil off the page	Use different size paint brushes to draw lines in large sweeping movements	Try and shape a long piece of thin wire into different parts of the face following a template			

	Practise drawing isolated parts of the face Draw graded hatching squares from light to dark, repeat for cross technique Practise drawing isolated parts of the face Draw self-portrait using individual photos taken in Computing						
Vocabulary							
Mark making, line, short/long, straight/curved, thick/thin, continuous line, template, expressive line, sweeping movement, hatching, cross hatching, light, dark, tone							

Painting (Colour Chaos) – Year 1 Term 4

Outcome: make a circles painting based on colour mixing in the style of Wassily Kandinsky							
Artists and their work	Exploring and Evaluating Ideas	Drawing	Painting	3D Design	Use of IT/Digital Media	Printing	Textiles/Collage
<u>National Curriculum</u>							
Learn 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.	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 drawing 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 painting 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 textiles/collage to develop and share their ideas, experiences and imagination
<u>Malmesbury Key Learning</u>							
Explore the work of the artist Piet Mondrian. Explore the artist Mark Rothko. Explore the artist Paul Klee.	Identify primary colours. Identify secondary colours. Identify warm and cool colours		Mix primary colours together to make secondary and tertiary colours. Make a colour wheel. Make a painting using secondary colours in the style of Rothko. Mix tints of colour – adding white to make a colour paler. Add dark to make it darker.				Make a collage in primary colours in the style of Mondrian.

Explore the artist Jackson Pollock.			Mix shades of colour. Make a painting using tints in the style of Klee –The Evening. Make drip painting by mixing different shades of colours in style of Pollock. Make a painting half in warm colours and half in cold colours in style of Delauney. Make a circles painting using colours I have mixed myself.				
Vocabulary Mark making, continuous line, expressive line, cross hatching, tone, primary colours, secondary colours, tertiary colours, tints, neutral colours, light, dark, bright, warm colours, cool colours							

Sculpture – Nature and African Surprise – Year 1 Term 6

Outcome: make a final sculpture using a variety of materials based on techniques that the children have learnt in the unit							
Artists and their work	Exploring and Evaluating Ideas	Drawing	Painting	3D Design	Use of IT/Digital Media	Printing	Textiles/Collage
<u>National Curriculum</u>							
Learn 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.	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 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			
<u>Malmesbury Key Learning</u>							
Look at examples of African wire art and real models				Understand concept of 3D art and make sculptures using natural materials			

Discuss the work of Barbara Hepworth				Make mini sculptures of animals using clay and decorating using patterns found on animal skins			
Discuss the work of Andy Goldsworthy/Henry Moore				Make mini sculptures of people using wire (wire pipe cleaners) in style of African wire art			
				Make medium sculpture of the family in style of Barbara Hepworth			
				Make group large scale sculpture in style of Andy Goldsworthy			
				Make own final sculpture using variety of materials based on techniques met in unit			
Vocabulary							
Sculpture, 3D art, natural materials, texture, patterns							

Year 2 Art – Detail of units of study

Sculpture – Year 2 Term 2

Outcome: to create a sculpture of a hand, decorated in the style of Mendhi (inspired by Marc Quinn)							
Artists and their work	Exploring and Evaluating Ideas	Drawing	Painting	3D Design	Use of IT/Digital Media	Printing	Textiles/Collage
National Curriculum							
Learn 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.	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 drawing 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 painting 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 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 digital media to develop and share their ideas, experiences and imagination	Use printing to develop and share their ideas, experiences and imagination	Use textiles/collage to develop and share their ideas, experiences and imagination
Malmesbury Key Learning							
WALT: understand the work of Marc Quinn	WALT: explore different patterns	WALT: design our own mendhi pattern	WALT: explore colour (Colour mixing) Primary and secondary colours	WALT: create our own sculpture with salt dough			
What is sculpture? Who is he?	WALT: evaluate our sculpture	Draw around their hand and explore curved and straight lines	WALT: decorate our sculpture	Use different tools for mark making			
Bread Sculpture							

			Using colours connected to the festival and different sized brushes	WALT: create our own sculpture with clay			
Vocabulary							
Sculpture, sculptor, dough, mendhi, Rangoli, Diwali, India, henna, primary colours, secondary colours, territory colours, colour wheel, curved lines, straight lines, pattern, clay							

Collage – Year 2 Term 4 (Year A) and Term 6 (Year B)

Outcome: to create a collage of a boat inspired by Monet

Artists and their work	Exploring and Evaluating Ideas	Drawing	Painting	3D Design	Use of IT/Digital Media	Printing	Textiles/Collage
<u>National Curriculum</u>							
Learn 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.	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 drawing 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 painting 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 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 digital media to develop and share their ideas, experiences and imagination	Use printing to develop and share their ideas, experiences and imagination	Use textiles/collage to develop and share their ideas, experiences and imagination
<u>Malmesbury Key Learning</u>							
WALT: understand the work of Monet I can give three facts about Monet. I can experiment in the style of Monet.	WALT: explore the work of Monet -review by writing their opinions. WALT: evaluate our work	WALT: use a pencil to create different tones I can explain what the word tone means. I can use my pencil to create different tones.	WALT: mix lighter and darker shades of blues and greens Use finger painting to create the impression of water.				WALT: create a boat using collage -create Monet style paper to be used for parts of the final piece. Using different colours.

		WALT: sketch a picture of a boat adding different shades of tone WALT: use drawing to record ideas I can draw my ideas into my sketchbook (draw their boat) -annotate how they will make their final piece.	WALT: create a background I can mix colours carefully. I can use good control when using my fingers to create a background.				-Use our paper to produce a boat and background.
Vocabulary							
Tones, lighter, darker, shade, pressure, shadow, collage, background, boat,							

Year 2 Term 5 Years A and B - Printing

Outcome: to create a repeated print in the style of William Morris							
Artists and their work	Exploring and Evaluating Ideas	Drawing	Painting	3D Design	Use of IT/Digital Media	Printing	Textiles/Collage
National Curriculum							
Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different	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	Use drawing to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques	Use painting to develop and share their ideas, experiences and imagination Develop a wide range of art and design	Use sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques	Use digital media to develop and share their ideas, experiences and imagination	Use printing to develop and share their ideas, experiences and imagination	Use textiles/collage to develop and share their ideas, experiences and imagination

practices and disciplines, and making links to their own work.	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	in using colour, pattern, texture, line, shape, form and space	techniques in using colour, pattern, texture, line, shape, form and space	in using colour, pattern, texture, line, shape, form and space			
Malmesbury Key Learning							
WALT: understand the work of William Morris	WALT: explore different prints	WALT: sketch ideas from nature A nature walk around school and sketch what inspires us		WALT: mark make on polystyrene		WALT: print a repeated pattern	
What is printing? Who is he?	WALT: evaluate our print	-shading -light and dark -sketching WALT: add more detail to the final print		Use different tools for mark making			
Symmetry and repeated pattern				WALT: create a printing block			
Vocabulary							
Repeating, symmetry, pattern, print, detailed, intricate, delicate, colourful, inspire, shading, sketching, curved edges, smooth edges, straight edges, light and dark, material, polystyrene,							

Key Stage 2 Art and Design Overview

In Years 3 & 4 we teach Art and Design on a partial 2-year cycle, which means that year groups alternate in their pathway through two of the units of study. 2023-24 is Year B of the cycle.

Year A,B Current Y4 & 6	Y3 T1	Y3 T3	Y3 T6	Y4 T1	Y4 T4	Y4 T6
	Roy Lichtenstein	Rousseau Rainforest	Flowers	Banksy	Dragon Eye	Maya Printing
Year B,A Current Y3 & 5	Y3 T1	Y3 T4	Y3 T6	Y4 T1	Y4 T3	Y4 T6
	Roy Lichtenstein	Dragon Eye	Flowers	Banksy	Rousseau Rainforest	Maya Printing

In Years 5 and 6 the children alternate as follows:

Year A,B Current Y4 & 6	Y5 T1	Y5 T1	Y5 T6	Y6 T1	Y6 T4	Y6 T6
	Kadinsky	Space Explorers	Meanders and Mountains	Courtney Loceff/Sergio Hidalgo	Fit for Life Sculptures	Evolution Animation
Year B,A Current Y3 & 5	Y5 T1	Y5 T4	Y5 T6	Y6 T1	Y6 T4	Y6 T6
	Kadinsky	Fit for Life Sculptures	Meanders and Mountains	Space Explorers	Courtney Loceff/Sergio Hidalgo	Evolution Animation

Roy Lichtenstein– Year 3 Term 1

Outcome: to create a pop art painting with Ben Day dots and pop art lettering.							
Artists and their work	Exploring and Evaluating Ideas	Drawing	Painting	3D Design	Use of IT/Digital Media	Printing	Textiles/ Collage
<u>National Curriculum</u>							
To learn about great artists, architects and designers in history.	To create sketch books to record their observations and use them to review and revisit ideas To evaluate and analyse creative works using the language of art, craft and design To produce creative work, exploring their ideas and recording their experiences	To improve their mastery of art and design techniques, in drawing using a range of materials To produce creative work, exploring their ideas and recording their experiences	To improve their mastery of art and design techniques, in painting using a range of materials To produce creative work, exploring their ideas and recording their experiences			To improve their mastery of art and design techniques, in printing using a range of materials To produce creative work, exploring their ideas and recording their experiences	
<u>Malmesbury Key Learning</u>							
WAL: . WALT: design our own piece of art inspired by a famous artist	WALT: About the life and work of Roy Lichtenstein WALT: About some of the tools and techniques that the artist chose to work with. WALT: Use my sketchbook to experiment with different techniques to create Ben Day dots. WALT;Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. WALT;Design and create a picture in the style of Roy Lichtenstein.	WALT; Sketch clear bubble writing. WALT ; draw and create bold and zig zag lines. WALT: compose pictures using a variety of shape	WALT: explore a variety of ways to paint Ben dots. WALT choose bold colours to create			.	

	WALT: Reflect upon my own work in order to improve it.						
	WALT:evaluate my piece of work.						
Vocabulary							
paint, mood, colour, design, context, emotion, imagination, pop art, Ben day dots, Primary colour.							

Dragon Eye – Term 3

Outcome: to create a 3D dragon's eye using clay							
Artists and their work	Exploring and Evaluating Ideas	Drawing	Painting	3D Design	Use of IT/Digital Media	Printing	Textiles/ Collage
National Curriculum							
To learn about great artists, architects and designers in history.	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, in drawing using a range of materials	To improve their mastery of art and design techniques, in painting using a range of materials	To improve their mastery of art and design techniques, in 3D Design using a range of materials			
	To evaluate and analyse creative works using the language of art, craft and design	To produce creative work, exploring their ideas and recording their experiences	To produce creative work, exploring their ideas and recording their experiences	To produce creative work, exploring their ideas and recording their experiences			
	To produce creative work, exploring their ideas and recording their experiences						
Malmesbury Key Learning							
Understand the work of Jose Vergara	Use my sketchbook to improve my understanding of watercolours	Understand different pencil types	Experiment with watercolours.	Design a dragon's eye to be made in clay.			
	Use my sketchbook to plan for an outcome	Explain what line means in art.	Use a wet on wet technique.	Think about the colours I will use.			
	Reflect upon my own work in order to improve it.	Explain what texture means in art.	Use a wet on dry technique.	Create my animal or dragon eye.			
		Explain what tone means in art.	Paint my own dragon eye.	Use clay tools effectively.			
Vocabulary							
Tone, line, shade, texture, smooth, rough, light, dark, colour, blending, wet on wet technique, wet on dry technique, mixed media, charcoal, cool colours, warm colours, clay, score, roll, squeeze, pull, carve, smooth, slab, slip.							

Flowers – Term 6

Outcome: to create your own picture inspired by Georgia O'Keeffe

Artists and their work	Exploring and Evaluating Ideas	Drawing	Painting	3D Design	Use of IT/Digital Media	Printing	Textiles/Collage
<u>National Curriculum</u>							
To learn about great artists, architects and designers in history.	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, in drawing using a range of materials				To improve their mastery of art and design techniques, in printing using a range of materials	
	To evaluate and analyse creative works using the language of art, craft and design	To produce creative work, exploring their ideas and recording their experiences				To produce creative work, exploring their ideas and recording their experiences	
	To produce creative work, exploring their ideas and recording their experiences						
<u>Malmesbury Key Learning</u>							
Analise work by Georgia O'keefe	WALT Use Sketch books to explore flowers and how they are depicted	WALT use drawing texture and shade. WAL To sketch flowers accurately from life			<u>WAL the rule of the third taking photos</u>		<u>Use collage to create a picture. Use environmental art</u>
<u>Vocabulary</u>							
Geometric design/pattern, triangles, rectangles, squares, rhombus, Styrofoam, printing block, ink, brayer, colour... vibrant, bold, contrasting, cut, roll, contrast, monoprint							

Rousseau Rainforest – Year 3 Term 3

Outcome: to complete a collage in the style of Henri Rousseau								
Artists and their work	Exploring and Evaluating Ideas	Drawing	Painting	3D Design	Use of IT/Digital Media	Printing	Textiles/Collage	
National Curriculum								
To learn about great artists, architects and designers in history.	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, in drawing using a range of materials	To improve their mastery of art and design techniques, in painting using a range of materials				To improve their mastery of art and design techniques, in textiles/collage using a range of materials	
	To evaluate and analyse creative works using the language of art, craft and design	To produce creative work, exploring their ideas and recording their experiences	To produce creative work, exploring their ideas and recording their experiences				To produce creative work, exploring their ideas and recording their experiences	
	To produce creative work, exploring their ideas and recording their experiences							
Malmesbury Key Learning								
Learn some facts about Henri Rousseau. Give my opinion on his paintings. Recreate part of one of his paintings	Use my sketchbook to create my own picture of a place I dream about visiting	Sketch animals using line and tone	Use different painting techniques to create a background including brush pressure and sgraffito				Use different techniques including cutting, ripping, material choices to create a collage of an animal	
	To create a design for a collage based on Henri Rousseau							Use layering effects to develop depth and perspective
	Reflect upon work and think how it could be improved							
Vocabulary								
Depth, perspective, colour, imagination, dream, composition, tone, shade, shadow, sketch, sgraffito, brush pressure, poster paint, layering, crayon, rip, cut, tear, mixed media, collage								

Banksy – Year 4 Term 1

Outcome: to create a painting with a message using stencils based on the artist Banksy							
Artists and their work	Exploring and Evaluating Ideas	Drawing	Painting	3D Design	Use of IT/Digital Media	Printing	Textiles/ Collage
National Curriculum							
To learn about great artists, architects and designers in history.	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, in drawing using a range of materials	To improve their mastery of art and design techniques, in painting using a range of materials			To improve their mastery of art and design techniques, in printing using a range of materials	
	To evaluate and analyse creative works using the language of art, craft and design	To produce creative work, exploring their ideas and recording their experiences	To produce creative work, exploring their ideas and recording their experiences			To produce creative work, exploring their ideas and recording their experiences	
	To produce creative work, exploring their ideas and recording their experiences						
Malmesbury Key Learning							
WALT: who Banksy is and to have an opinion on his art.	WALT: think about why people create art	WALT: use pencil and pencil crayons to create our own interpretation of the Clapton Pigeons	WALT: use stippling effect with our stencils			WALT: use stencil relief to create images	
WALT: design our own piece of art inspired by a famous artist	WALT: design our own piece of art inspired by a famous artist					WALT: create our own stencils	
WALT: plan a final piece with a message	WALT: plan a final piece with a message						
WALT: think carefully about the message that I am trying to convey	WALT: think carefully about the message that I am trying to convey						
WALT: evaluate my piece of work	WALT: evaluate my piece of work						
Vocabulary							
Street artist, graffiti, spray paint, stencil, stippling, paint, acrylic, tone, mood, colour, design, context, emotion, imagination, vandal							

Dragon Eye – Year 4 Term 4

Outcome: to create a 3D dragon's eye using clay							
Artists and their work	Exploring and Evaluating Ideas	Drawing	Painting	3D Design	Use of IT/Digital Media	Printing	Textiles/ Collage
National Curriculum							
To learn about great artists, architects and designers in history.	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, in drawing using a range of materials	To improve their mastery of art and design techniques, in painting using a range of materials	To improve their mastery of art and design techniques, in 3D Design using a range of materials			
	To evaluate and analyse creative works using the language of art, craft and design	To produce creative work, exploring their ideas and recording their experiences	To produce creative work, exploring their ideas and recording their experiences	To produce creative work, exploring their ideas and recording their experiences			
	To produce creative work, exploring their ideas and recording their experiences						
Malmesbury Key Learning							
Understand the work of Jose Vergara	Use my sketchbook to improve my understanding of watercolours	Understand different pencil types	Experiment with watercolours.	Design a dragon's eye to be made in clay.			
	Use my sketchbook to plan for an outcome	Explain what line means in art.	Use a wet on wet technique.	Think about the colours I will use.			
	Reflect upon my own work in order to improve it.	Explain what texture means in art.	Use a wet on dry technique.	Create my animal or dragon eye.			
		Explain what tone means in art.	Paint my own dragon eye.	Use clay tools effectively.			
Vocabulary							
Tone, line, shade, texture, smooth, rough, light, dark, colour, blending, wet on wet technique, wet on dry technique, mixed media, charcoal, cool colours, warm colours, clay, score, roll, squeeze, pull, carve, smooth, slab, slip.							

Maya Printing – Year 4 Term 6

Outcome: to create a t-shirt print based on Maya art

Artists and their work	Exploring and Evaluating Ideas	Drawing	Painting	3D Design	Use of IT/Digital Media	Printing	Textiles/Collage
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National Curriculum

	To create sketch books to record their observations and use them to review and revisit ideas To evaluate and analyse creative works using the language of art, craft and design To produce creative work, exploring their ideas and recording their experiences	To improve their mastery of art and design techniques, in drawing using a range of materials To produce creative work, exploring their ideas and recording their experiences				To improve their mastery of art and design techniques, in printing using a range of materials To produce creative work, exploring their ideas and recording their experiences	
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Malmesbury Key Learning

	Recognise common shapes in Mayan patterns State which patterns I prefer and why State similarities to patterns in other cultures Reflect upon work and think how it could be improved	Experiment with colour combinations Experiment with repeating shape patterns Create a final design based on my likes and traditional patterns				Transfer a drawn image onto Styrofoam Use a roller to add ink to my block Print my block onto paper Add ink to a block using a brayer Use repeating patterns to print	
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Vocabulary

Geometric design/pattern, triangles, rectangles, squares, rhombus, Styrofoam, printing block, ink, brayer, colour... vibrant, bold, contrasting, cut, roll, contrast, monoprint

Year 3 / 4 Rainforest – Term 3

Outcome: to complete a collage in the style of Henri Rousseau

Artists and their work	Exploring and Evaluating Ideas	Drawing	Painting	3D Design	Use of IT/Digital Media	Printing	Textiles/Collage
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National Curriculum

To learn about great artists, architects and designers in history.	To create sketch books to record their observations and use them to review and revisit ideas To evaluate and analyse creative works using the language of art, craft and design To produce creative work, exploring their ideas and recording their experiences	To improve their mastery of art and design techniques, in drawing using a range of materials To produce creative work, exploring their ideas and recording their experiences	To improve their mastery of art and design techniques, in painting using a range of materials To produce creative work, exploring their ideas and recording their experiences				To improve their mastery of art and design techniques, in textiles/collage using a range of materials To produce creative work, exploring their ideas and recording their experiences
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Malmesbury Key Learning

Learn some facts about Henri Rousseau. Give my opinion on his paintings. Recreate part of one of his paintings	Use my sketchbook to create my own picture of a place I dream about visiting To create a design for a collage based on Henri Rousseau Reflect upon work and think how it could be improved	Sketch animals using line and tone	Use different painting techniques to create a background including brush pressure and sgraffito				Use different techniques including cutting, ripping, material choices to create a collage of an animal Use layering effects to develop depth and perspective
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Vocabulary

Depth, perspective, colour, imagination, dream, composition, tone, shade, shadow, sketch, sgraffito, brush pressure, poster paint, layering, crayon, rip, cut, tear, mixed media, collage

Meanders and Mountains – Year 5 Term 6

Outcome: to create a water colour painting of a river scene, in the style of the artist Jitendra Sule							
Artists and their work	Exploring and Evaluating Ideas	Drawing	Painting	3D Design	Use of IT/Digital Media	Printing	Textiles/Collage
National Curriculum							
To learn about great artists, architects and designers in history.	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, in drawing using a range of materials	To improve their mastery of art and design techniques, in painting using a water colours.				
	To evaluate and analyse creative works using the language of art, craft and design		To produce creative work, exploring their ideas and recording their experiences.				
	To produce creative work, exploring their ideas and recording their experiences	To produce creative work, exploring their ideas and recording their experiences					
Malmesbury Key Learning							
WALT: to appreciate who Jitendra Sule is and to have an opinion on his art.	WALT: design our own piece of art inspired by a famous artist	WALT: Experiment with pencil sketching, using texture and tones	WALT: Experiment with water colours in our sketchbooks				
WALT: design our own piece of art inspired by a famous artist	WALT: plan a final piece with a message	WALT: Complete a pencil sketch of a river	WALT: Experiment with watercolours in the style of Jitendra Sule				
	WALT: think carefully about the message that I am trying to convey		WALT create a watercolour painting of a river.				
	WALT: evaluate my piece of work						
Vocabulary							
tone, texture, shading, line, mood, shadow, sketch, design, paint – water colours, colour, light, dark, colour, blending, artist’s impression, pencil and brush pressure, wash. Wet on wet technique, Wet on dry, Dark to light, Blotting, Resist, Bleeding, Graded, Glazing, Layering							

Kandinsky – Year 5 Term 1

Outcome: to create art work in the style of Kandinsky.							
Artists and their work	Exploring and Evaluating Ideas	Drawing	Painting	3D Design	Use of IT/Digital Media	Printing	Textiles/Collage
National Curriculum							
To learn about great artists, architects and designers in history.	To create sketch books to record their observations and use them to review and revisit ideas. To evaluate and analyse creative works using the language of art, craft and design To produce creative work, exploring their ideas and recording their experiences	To improve their mastery of art and design techniques, in drawing using a range of materials To produce creative work, exploring their ideas and recording their experiences	To improve their mastery of art and design techniques, in painting using a range of materials To produce creative work, exploring their ideas and recording their experiences	To improve their mastery of art and design techniques, in 3D Design using a range of materials To produce creative work, exploring their ideas and recording their experiences	To improve their mastery of art and design techniques, in digital media using a range of materials To produce creative work, exploring their ideas and recording their experiences	To improve their mastery of art and design techniques, in printing using a range of materials To produce creative work, exploring their ideas and recording their experiences	To improve their mastery of art and design techniques, in textiles/collage using a range of materials To produce creative work, exploring their ideas and recording their experiences
Malmesbury Key Learning							
WALT: recognise and appraise the work of Kandinsky.	WALT: consider composition to create an abstract piece of artwork. WALT: Use our sketchbooks to experiment with composition. Evaluate a piece of finished artwork.	Experiment with line and shape. Use our sketchbooks to experiment with composition. Draw a Kandinsky design with accuracy and detail.	WALT: know and understand tertiary colours. WALT: experiment with colour mixing using tints, tones and shades.				
Vocabulary							
Primary, secondary, tertiary, complimentary, harmonious, cool, warm, contrasting, tints, tones, shades, line, shape, colour palette, reflect, evaluate, neutrals, preliminary sketches, controlled, angular, hue, vibrant and dull.							

3D Athletic Models – Year 5&6 Term 4 – Fit For Life

Outcome: to create a piece of artwork to show the human form in movement.							
Artists and their work	Exploring and Evaluating Ideas	Drawing	Painting	3D Design	Use of IT/Digital Media	Printing	Textiles/Collage
<u>National Curriculum</u>							
To learn about great artists, architects and designers in history.	To create sketch books to record their observations and use them to review and revisit ideas To evaluate and analyse creative works using the language of art, craft and design To produce creative work, exploring their ideas and recording their experiences	To improve their mastery of art and design techniques, in drawing using a range of materials To produce creative work, exploring their ideas and recording their experiences	To improve their mastery of art and design techniques, in painting using a range of materials To produce creative work, exploring their ideas and recording their experiences	To improve their mastery of art and design techniques, in 3D Design using a range of materials To produce creative work, exploring their ideas and recording their experiences	To improve their mastery of art and design techniques, in digital media using a range of materials To produce creative work, exploring their ideas and recording their experiences	To improve their mastery of art and design techniques, in printing using a range of materials To produce creative work, exploring their ideas and recording their experiences	To improve their mastery of art and design techniques, in textiles/collage using a range of materials To produce creative work, exploring their ideas and recording their experiences
<u>Malmesbury Key Learning</u>							
To understand how artists like Myron, Eakins, Matisse, Boccioni, Jansen and Weinberg represent movement in art.	Appraise the work of Myron, Eakins, Matisse, Boccioni, Jansen and Weinberg and discuss preferences. Evaluate Modroc models discussing whether the final piece shows movement of the human form.	Use photo images of movement to recreate as drawings, using pencils, in sketchbooks.		Use plasticine to create a manipulative model of the human form in movement. Use newspaper, modelling wire and Modroc to show the human form in movement.	Use photo bursts to show movement in static images. Use iPads to record a series of images of plasticine models moving.		
<u>Vocabulary</u>							

Space Explorers – Year 5 & 6 Term 1

Outcome: To be able to use multi-media in creating a space themed art work in the style of Peter Thorpe.							
Artists and their work	Exploring and Evaluating Ideas	Drawing	Painting	3D Design	Use of IT/Digital Media	Printing	Textiles/Collage
<u>National Curriculum</u>							
To learn about great artists, architects and designers in history.	To create sketch books to record their observations and use them to review and revisit ideas To evaluate and analyse creative works using the language of art, craft and design To produce creative work, exploring their ideas and recording their experiences	To improve their mastery of art and design techniques, in drawing using a range of materials To produce creative work, exploring their ideas and recording their experiences	To improve their mastery of art and design techniques, in painting using a range of materials To produce creative work, exploring their ideas and recording their experiences	To improve their mastery of art and design techniques, in 3D Design using a range of materials To produce creative work, exploring their ideas and recording their experiences	To improve their mastery of art and design techniques, in digital media using a range of materials To produce creative work, exploring their ideas and recording their experiences	To improve their mastery of art and design techniques, in printing using a range of materials To produce creative work, exploring their ideas and recording their experiences	To improve their mastery of art and design techniques, in textiles/collage using a range of materials To produce creative work, exploring their ideas and recording their experiences
<u>Malmesbury Key Learning</u>							
WALT: research and gather information about Peter Thorpe. WALT: recognise and appraise the work of Peter Thorpe.	WALT: question and make thoughtful observations about starting points and select ideas to use in my work. WALT: evaluate a piece of finished artwork.	WALT: experiment with colour and shape in the style of Peter Thorpe using pencil and pastels	WALT: experiment with colour and shape in the style of Peter Thorpe and WALT: use blending techniques to create different effects.				WALT: produce a mixed media piece of ART WORK (rocket separate and different use of material)

			WALT: use different techniques to create backgrounds (splatting, flush, pointilism)				
Vocabulary							
Research, appraise, evaluate, colour, shape, pastel, blends, splatting, flush, pointillism, primary, secondary, tertiary, contrasting, hue, tone, complimentary, tint, tone, shade, bold, warm, cool, vibrant, dull, harmonious, shade, line, colour palette, neutral							

Courtney Loceff/Sergio Hidalgo – Term 1

Outcome: to use composition to create an abstract painting; using acrylics on canvas							
Artists and their work	Exploring and Evaluating Ideas	Drawing	Painting	3D Design	Use of IT/Digital Media	Printing	Textiles/Collage
<u>National Curriculum</u>							
To learn about great artists, architects and designers in history.	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, in drawing using a range of materials	To improve their mastery of art and design techniques, in painting using a range of materials	To improve their mastery of art and design techniques, in 3D Design using a range of materials	To improve their mastery of art and design techniques, in digital media using a range of materials	To improve their mastery of art and design techniques, in printing using a range of materials	To improve their mastery of art and design techniques, in textiles/collage using a range of materials
	To evaluate and analyse creative works using the language of art, craft and design	To produce creative work, exploring their ideas and recording their experiences	To produce creative work, exploring their ideas and recording their experiences	To produce creative work, exploring their ideas and recording their experiences	To produce creative work, exploring their ideas and recording their experiences	To produce creative work, exploring their ideas and recording their experiences	To produce creative work, exploring their ideas and recording their experiences
	To produce creative work, exploring their ideas and recording their experiences						
<u>Malmesbury Key Learning</u>							
To research and gather information about a famous artist Present information in a n interesting, creative and neat way	To appreciate the work of respective class artists looking at use of shape, colour and line within several pieces of artwork Make observations about specific pieces and select	Use sketchbooks to experiment with composition using line and colour to create an effect To use line and colour to mimic his/her techniques	Use acrylic paints to mix colours Use acrylic paint to mimic the style of the artist Use designs similar to the artist to create own piece of art				

	ideas to use in my work. I can evaluate my finished artwork, comparing it to the artist's style.	Use designs similar to the artist to create own piece of art					
Vocabulary Observation, tone, varied, undulating, angular, irregular, chequered, abstract, imagination, parallel, design, acrylic, evaluate, colour palette, complimentary, contrasting, composition, technique.							

Evolution Animation – Year 6 Term 6

Outcome: to create an digital animation to show evolution

Artists and their work	Exploring and Evaluating Ideas	Drawing	Painting	3D Design	Use of IT/Digital Media	Printing	Textiles/Collage
<u>National Curriculum</u>							
To learn about great artists, architects and designers in history.	To create sketch books to record their observations and use them to review and revisit ideas To evaluate and analyse creative works using the language of art, craft and design To produce creative work, exploring their ideas and recording their experiences	To improve their mastery of art and design techniques, in drawing using a range of materials To produce creative work, exploring their ideas and recording their experiences	To improve their mastery of art and design techniques, in painting using a range of materials To produce creative work, exploring their ideas and recording their experiences	To improve their mastery of art and design techniques, in 3D Design using a range of materials To produce creative work, exploring their ideas and recording their experiences	To improve their mastery of art and design techniques, in digital media using a range of materials To produce creative work, exploring their ideas and recording their experiences	To improve their mastery of art and design techniques, in printing using a range of materials To produce creative work, exploring their ideas and recording their experiences	To improve their mastery of art and design techniques, in textiles/collage using a range of materials To produce creative work, exploring their ideas and recording their experiences
<u>Malmesbury Key Learning</u>							
	Investigate animations and how they work. Analyse videos of animation process discussing how it has changed over time. Design a series of drawings for a film	In sketchbooks, draw a simple series of animations using tracing paper. Develop mastery or pen/pencil drawing technique, looking at line and how it changes to create			Design a digital animation. Think about position of the object to manipulate. Use background tone effectively.		

	animation which can be shown through repeated images slightly changed.	an idea of movement. Adding detail to animation drawings.			Use Animate It app on the iPads. Use iMovie to add music to the animation to add mood.		
Vocabulary Observation, tone, varied, undulating, angular, irregular, chequered, abstract, imagination, parallel, design, acrylic, evaluate, colour palette, complimentary, contrasting, composition, technique.							