

Art and Design at Southbourne Junior School



	Autumn		Spring		Summer
Year 3	<p>How did people from the Bronze age create art? Creating Petroglyphs</p> <p><u>Focus: Drawing</u> Analysing and describing the use of texture within artists' work. Identifying 2D shapes within images and objects. Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Expressing lines in different ways - geometric and organic forms.</p>	<p>What would your name look like in hieroglyphics? Creating Cartouches</p> <p><u>Focus: Sculpting</u> Creating and forming shapes from 3D materials. Developing ability to describe and model form in 3D using a range of materials. Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes. Use lines effectively within sculpture to add detail.</p>	<p>How can colour represent movement? Sea turtle images</p> <p><u>Focus: Painting</u> Experiment with and mix a variety of colours and know which primary colours make secondary colours. Use these colours in a variety of ways - blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small pictures etc.</p>	<p>How can nature be represented through art? Lost words art pieces</p> <p><u>Focus: Drawing</u> Analysing and describing the use of texture within artists' work. Identifying 2D shapes within images and objects. Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Expressing lines in different ways - geometric and organic forms.</p>	<p>How can you bring an animal to life using collage? Jungle collages in the style of Henri Rousseau</p> <p><u>Focus: Craft</u> Begin to use a variety of techniques Name the materials they have used. Develop skills in cutting and joining. Experiment with a range of media e.g. overlapping, layering etc. Constructing patterns through craft method to further their knowledge and understanding Identifying 2D shapes within images and objects Identifying, drawing and labelling simple shapes found in everyday objects</p>
Year 4	<p>How can a natural disaster come alive in a 2D painting? Natural Disaster Painting</p> <p><u>Focus: Painting</u> Describe how great artists use colour, mix paints and apply paint. Begin to show increasing independence and creativity with the painting process. Plan and create relevant effects and textures with paint according to what they need for the task. Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue</p>	<p>Do all mosaics have a pattern? Craft 2D mosaics/weave - black and white Roman ship</p> <p><u>Focus: Craft</u> Match the tool to the material. Combine skills more readily - use a range of shapes, symmetry and patterns. Choose collage or textiles as a means of extending work already achieved- use recycled materials/printing using different materials Refine and altar ideas and explain choices using art vocabulary (analyse and describe shape in existing work)</p>	<p>Is Graffiti art or vandalism? Street Art Graffiti/tag</p> <p><u>Focus: Painting</u> Describe how great artists use colour, mix paints and apply paint. Begin to show increasing independence and creativity with the painting process. Plan and create relevant effects and textures with paint according to what they need for the task. Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue</p>	<p>How did the Anglo Saxons show their creativity? Clay Pots</p> <p><u>Focus: Sculpting</u> Make informed choices about the 3D technique chosen. Extending their ability to describe and model form and space in 3D using a range of materials. Show an understanding of shape, space and form. Plan, design, make and adapt models. Analysing and describing the use of form within artists' work. Talk about their work understanding that it has been sculpted, modelled or constructed. Begin to use a variety of materials.</p>	<p>How can correct proportions improve a still life drawing? Observational drawing</p> <p><u>Focus: Drawing</u> Make informed choices in drawing inc. paper and media to express more complex textures. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Analyse and describe the use of line and geometric shapes in artists' existing work. Explore relationships between formal elements.</p>

Year 5	<p>How can colour represent a river? River art</p> <p><u>Focus: Painting</u> Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Use more complex colours to depict their own thoughts, feelings and intentions. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources.</p>	<p>How can a picture tell a story? Pen and ink drawing of a Viking</p> <p><u>Focus: Drawing</u> Use a variety of source material and methods to further their knowledge and understanding. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas and begin to analyse/ evaluate artist's use of formal elements. Begin to explore the potential properties of the formal elements in their own work.</p>	<p>How can clay be used to express emotions? Clay mask of a specific emotion.</p> <p><u>Focus: Sculpting</u> Describe the different qualities involved in modelling, sculpture and construction. Using knowledge and understanding of patterns to represent feelings and emotions. Use recycled, natural and man- made materials to create sculpture. Plan a sculpture through drawing and other preparatory work. Make progress in their ability to describe and model form and space in 3D using a range of materials.</p>	<p>How does colour and pattern create a mood in art? Jesse Hodgeson theme</p> <p><u>Focus: Drawing</u> Use a variety of source material and methods to further their knowledge and understanding. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas and begin to analyse/ evaluate artist's use of formal elements. Begin to explore the potential properties of the formal elements in their own work.</p>	<p>How do other people see me? Craft photo montage</p> <p><u>Focus: Craft</u> Awareness of the potential of the uses of material. Constructing images through various methods to further their knowledge and understanding. Extend their work within a specified technique creating photomontages, focussing on composition Creating digital art using photography to create abstract and self portrait pieces - develop texture using practical making activities.</p>
Year 6	<p>How do artists interpret landscapes? Different interpretations of the countryside</p> <p><u>Focus: Drawing</u> Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Sketch from a variety of angles to create more abstract drawings. Develop ideas using different or mixed media, using a sketchbook. Articulate their knowledge from multiple sources of artwork. Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape. Developing control, detail and expression. Adapting the techniques of other artists to create abstract drawings.</p>	<p>How was art used as a propaganda tool during WW2? Posters</p> <p><u>Focus: Painting</u> Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Select colours to accurately reflect objects in a still life composition.</p>	<p>How might Hockney portray the Himalayas? Applique and Brusho</p> <p><u>Focus: Craft</u> Use different techniques, colours and textures etc when designing and making pieces of work. Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles Extending and articulating their knowledge of pattern from multiple sources to create sophisticated original artwork Understand how artists manipulate materials to create texture in a range of artwork.</p>	<p>What does Maya art tell us about daily life? Clay/terracotta figures</p> <p><u>Focus: Sculpting</u> Develop skills in using clay inc. slabs, coils, slips, etc. Create sculpture and constructions with increasing independence. Conveying, expressing and articulating a message or emotion through 3D sculpture Analysing and evaluating an artists' use of form</p>	<p>How can pencil define the shape of animals? Pencil sketches of the evolution of animals</p> <p><u>Focus: Drawing</u> Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Sketch from a variety of angles to create more abstract drawings. Develop ideas using different or mixed media, using a sketchbook. Articulate their knowledge from multiple sources of artwork. Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape. Developing control, detail and expression. Adapting the techniques of other artists to create abstract drawings.</p>