

## Art and Design – Cycle B

Throughout the year the children will cover a variety of aspects of the art and design curriculum to ensure all children:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

<b>Autumn 1</b>	
<b>Autumn 2</b>	<p><b><u>Mountains</u></b>  <b>Knowledge of artists and applying knowledge – Ansel Adams</b>          Study famous works of art – content, describing the art, social/historical factors affecting the work, process, when and how it's made and what materials were used, formal elements (line, tone etc) and mood (what emotions does the art convey to us)</p> <p><b>Drawing</b>          Draw for a range of purposes, thinking, designing, creating, realising, imagining. Know that realism is one form of drawing. Draw with own personal style and confidence.</p> <p><b>Evaluation own art</b>          Increasing awareness of purpose and reasons for art and awareness of choices and decisions in their own art</p> <p><b>Sketchbook experimentation</b>          Use Sketch books to experiment with techniques to see what works and what doesn't. label their experiences with notes and labels (about method, materials and what they like)</p> <ul style="list-style-type: none"> <li>• Use chalks to blend tones</li> <li>• Create texture</li> </ul>
<b>Spring 1</b>	<p><b><u>Ancient Egypt</u></b>  <b>Design &amp; 3D Sculpture</b>          Make more complex models in 3d using card, wire, paper, found objects, clay, modelling materials. Finish work to a good standard.</p> <p><b>Knowledge of artists and applying knowledge – Grayson Perry</b>          Study famous works of art – content, describing the art, social/historical factors affecting the work, process, when and how its made and what materials were used, formal elements (line, tone etc) and mood (what emotions does the art convey to us)</p> <ul style="list-style-type: none"> <li>• Design and make canopic jars</li> </ul>
<b>Spring 2</b>	

<b>Summer 1</b>	<p><b><u>British Empire &amp; the Monarchs</u></b></p> <p><b>Drawing</b> Draw for a range of purposes, thinking, designing, creating, realising, imagining. Know that realism is one form of drawing. Draw with own personal style and confidence.</p> <p><b>Painting</b> Paint from observation, describing different surfaces and textures using tone, line, texture and colour to express mood and feeling.</p> <p><b>Knowledge of artists and applying knowledge – <i>Man Ray / Freida Kahlo</i></b> Study famous works of art – content, describing the art, social/historical factors affecting the work, process, when and how it's made and what materials were used, formal elements (line, tone etc) and mood (what emotions does the art convey to us)</p> <p><b>Evaluation own art</b> Increasing awareness of purpose and reasons for art and awareness of choices and decisions in their own art</p> <p><b>Sketchbook experimentation</b> Use Sketch books to experiment with techniques to see what works and what doesn't. label their experiences with notes and labels (about method, materials and what they like)</p> <ul style="list-style-type: none"> <li>• Drawing portraits</li> </ul>
<b>Summer 2</b>	<p><b><u>Climate Change</u></b></p> <p><b>Computer Art</b> Produce more complex digital art using computers, drawing and painting programmes and vector drawing</p> <p><b>Knowledge of artists and applying knowledge – <i>David Hockney</i></b> Study famous works of art – content, describing the art, social/historical factors affecting the work, process, when and how it's made and what materials were used, formal elements (line, tone etc) and mood (what emotions does the art convey to us)</p> <p><b>Drawing</b> Draw for a range of purposes, thinking, designing, creating, realising, imagining. Know that realism is one form of drawing. Draw with own personal style and confidence.</p> <p><b>Evaluation own art</b> Increasing awareness of purpose and reasons for art and awareness of choices and decisions in their own art</p> <p><b>Sketchbook experimentation</b> Use Sketch books to experiment with techniques to see what works and what doesn't. label their experiences with notes and labels (about method, materials and what they like)</p> <ul style="list-style-type: none"> <li>• Using I-pads to draw nature</li> </ul>