

Art and Design Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception						
Topic	All About Me	Amazing Autumn and all its Celebrations	Once Upon a Time...	How Does Your Garden Grow?	Heads, Shoulders, Knees and Toes	Wonderful World
<p>Focus</p> <p>Develop ideas throughout the year:</p> <ul style="list-style-type: none"> -Work purposefully, responding to colours, shapes, materials, etc. -Create simple representations of people and other things. -Think about what art is and share ideas with others. -Talk about the stories and ideas in their art work, sharing with others how and why they generated their ideas. 	<p>Drawing</p> <ul style="list-style-type: none"> -Begin to use a variety of drawing tools (pencil, finger, coloured pencils, pastels, chalk). -Use drawings to tell a story (retelling or imagination). -Investigate different lines (thick, thin, wavy, and straight). -Explore different textures. -Encourage accurate drawings of people that include all visible parts of the body (head, hands, fingers). -Represent their own ideas, thoughts and feelings through art. 	<p>Painting</p> <ul style="list-style-type: none"> -Experiment with primary colours. -Experiment with mixing colours independently. -Name colours. -Learn the names of different tools that bring colour (e.g. pastels, paint, felt tips, crayons, glue). -Use a range of tools to make coloured marks on paper (glue sticks, sponges, brushes, fingers). 	<p>Collage/Textiles</p> <ul style="list-style-type: none"> -Discover how to make pictures and patterns by cutting, tearing and sticking a variety of materials. -Create simple collages using fabric, paper, pasta, beans and larger tactile things. -Simple weaving. -Experiment with different textures, including sensory experience. -Explore how media and materials can be combined and changed. 	<p>Sculpture</p> <ul style="list-style-type: none"> -Handle, feel and manipulate, pull apart and reconstruct materials. -Construct and build from simple objects. -Shape and model from observation and imagination. -Impress and apply simple decoration. -Simple language created through feel, size, look, smell, etc. 	<p>Digital Media</p> <ul style="list-style-type: none"> -Use ICT to experiment with drawing lines and shapes. -Use ICT to experiment with different colours and patterns. 	<p>Printing</p> <ul style="list-style-type: none"> -Make rubbings showing a range of textures and patterns. -Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc. -Produce simple pictures by printing objects. --Work from imagination and observation. -Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc. -Print with block colours
<p>Artists</p> <p>Throughout the year:</p> <ul style="list-style-type: none"> -Describe a picture created by an artist. -Experiment with a technique that an artist uses. 						
<p>Topic links</p> <p><i>Colour blue to show our school ethos: Health body, healthy mind, healthy planet.</i></p>	<p>Self-portraits in pencil. Looking closely and adding detail.</p>	<p>Exploring colour linked to Autumn.</p> <p>Blowing paint to create a firework effect.</p>	<p>Mixing colours and creating colour boards to tear and use to make traditional tale characters.</p>	<p>Using clay and natural materials to make mini beast sculptures.</p>	<p>Exploring using digital media to take photographs of body parts.</p> <p>Cut up photos and mix together to create a new face.</p> <p>Completing half a photo using pencil</p>	<p>Using foam print sheets to draw African animals. Make a sequence of prints in different colours.</p> <p>Printing onto fabric to create a recycled tote bag.</p>
Linked Visits and Trips						
Year 1						

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Topic	Amazing Animals Let it snow!	To the moon and back Super heroes	All about me Let it grow
<p>Focus</p> <p>Throughout the year: Record and explore ideas from first hand observation.</p> <p>Ask and answer questions about the starting points for their work.</p> <p>Explore different methods and materials.</p>	<p>Digital Media</p> <p>Use a wide range of tools to create different textures, lines, tones, colours and shapes.</p>	<p>Drawing</p> <p>Use sketchbooks to gather and collect artwork, as well as planning ideas.</p> <p>Extend the variety of drawing tools and surfaces.</p> <p>Draw lines of different sizes and thickness.</p> <p>Show pattern and texture by adding dots and lines.</p> <p>Show different tones by using coloured pencils.</p> <p>Explore the use of pattern, line, shape and colour.</p> <p>Observe and draw landscapes, patterns, faces and objects.</p> <p>Colour neatly, following the lines.</p>	<p>Painting</p> <p>Use a variety of tools, including thick and thin brushes.</p> <p>Mix primary colours to make secondary.</p> <p>Create colour wheels.</p> <p>Add white to colours to make tints and black to colours to make tones (create colour charts).</p> <p>Mix and match colours to pictures and objects.</p> <p>Create different textures</p> <p>Ensure they can name colours.</p>
	<p>The children use their knowledge of animals to create a collage using loose parts in the style of Aminah. Recap how to use the camera to take good quality pictures and then explore editing the picture on the iPad to add texture, line and tone.</p> <p>Follow the link to manipulate the digital loose parts and create an image of an animal and print.</p> <p>Aminah's World</p> 	<p>Wax Resist Autumn Leaves by Rosie James (accessart.org.uk)</p>  <p>DrawAble: Creating a Poetry Comic with Irina Richards (accessart.org.uk)</p>	<p>Making a colour wheel</p> <p>Exploring Colour with Hester Berry (accessart.org.uk)</p>  <p>Get creative by replacing paint brushes with hands and feet to make large scale collaborative paintings</p>

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		 <p>Creating a comic strip to represent a poem related to healthy planet and science- seasons, trees, plants.</p>	Hands, Feet and Flowers (accessart.org.uk) 
<p>Studied Artist</p> <p>Explore differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>	<p>Aminah Robinson</p> <p>Aminah's World (aminahsworld.org)</p> 	<p>Irina Manga</p> <p>Graphic story teller</p> <p>Manga Artist Irina Richards</p>	<p>Emma Burleigh</p> <p>Let Me Inspire You: Emma Burleigh (accessart.org.uk)</p>
<p>Topic links</p> <p><i>Colour blue to show our school ethos: Health body, healthy mind, healthy planet.</i></p>	<p>Science History</p>	<p>Science Literacy History</p>	<p>Science</p>
<p>Linked Visits and Trips</p>			<p>Book a National Gallery session via this link and select colour and light: Online talks and storytelling Primary schools National Gallery, London</p>

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Year 2

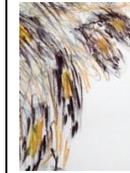
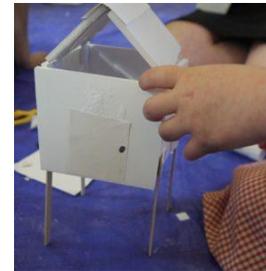
Topic		Great Fire of London	Wonderful World
<p>Focus</p> <p>Throughout the year: Record and explore ideas from first hand observation.</p> <p>Ask and answer questions about the starting points for their work.</p> <p>Explore different methods and materials.</p> <p>Explore differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p> <p><i>Colour blue to show our school ethos: Health body, healthy mind, healthy planet.</i></p>	<p>Collage/textiles</p> <p>Use a variety of techniques (e.g. tie dyeing, weaving, plaiting, wax or oil resist, applique and embroidery, French knitting and sewing).</p> <p>Use a combination of materials that are cut, torn and glued.</p> <p>Sort and arrange materials.</p> <p>Mix materials to create texture.</p> <p>Learn how to thread a needle, knot, cut, glue and trim material.</p> <p>Create images from imagination, experience and observation.</p> <p>Make a simple mosaic.</p>	<p>Printing</p> <p>Use a variety of tools, materials and objects to create prints.</p> <p>Carry out different printing techniques (e.g. monoprint, block, relief and resist printing).</p> <p>Press, roll, rub and stamp to make prints.</p> <p>Make rubbings.</p> <p>Design repeating patterns and overlapping shape patterns.</p> <p>Mimic print from the environment (e.g. wallpapers, curtains, fabric).</p>	<p>Sculpture</p> <p>Use techniques such as rolling, cutting, molding, carving and marking using simple tools.</p> <p>Use materials to make objects for a purpose, (ie, junk models, assemblages).</p> <p>Make simple joins by manipulating modelling material or pasting.</p> <p>Use a range of decorative techniques: applied, impressed, painted, etc.</p> <p>Discuss work of sculptors.</p>
	<p>Sketchbooks! Collage Exercise (accessart.org.uk)</p>  <p>Draw your home: collage, stitch and fabric crayons (accessart.org.uk)</p>	<p>Houses from Around the World: International Day at Monkfield Primary School (accessart.org.uk)</p> 	<p>Exploring Casting with Latex Animal Moulds (accessart.org.uk)</p>  <p>Explore drawing animal faces looking closely detail, colour and texture. The following link might inspire ideas.</p>

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[Printed Houses \(accessart.org.uk\)](http://accessart.org.uk)

[Be an Architect! An Introduction to Architecture for Children \(accessart.org.uk\)](http://accessart.org.uk)



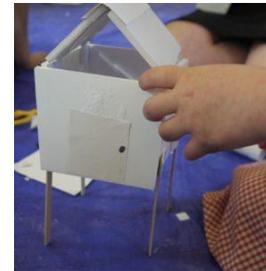
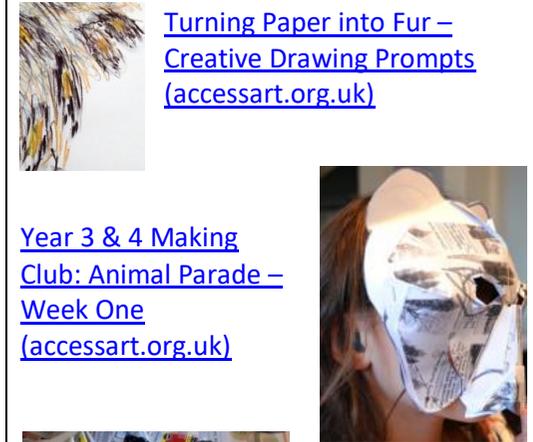
[Turning Paper into Fur – Creative Drawing Prompts \(accessart.org.uk\)](http://accessart.org.uk)

[Year 3 & 4 Making Club: Animal Parade – Week One \(accessart.org.uk\)](http://accessart.org.uk)



[Making a Sculptural Modroc Mask \(accessart.org.uk\)](http://accessart.org.uk)



		 <p>Printed Houses (accessart.org.uk)</p> <p>Be an Architect! An Introduction to Architecture for Children (accessart.org.uk)</p> 	 <p>Turning Paper into Fur – Creative Drawing Prompts (accessart.org.uk)</p> <p>Year 3 & 4 Making Club: Animal Parade – Week One (accessart.org.uk)</p> <p>Making a Sculptural Modroc Mask (accessart.org.uk)</p>
<p>Studied Artist</p> <p>Throughout the year: Describe the work of notable artists, designers and artisans.</p> <p>Use some of the ideas of artists studied to create pieces.</p>	<p>Which Artists: Cas Holmes (accessart.org.uk)</p> <p>Textile and collage with Romani Heritage</p>	<p>Matisse</p>	<p>Rosie Hurley: Esio Trot (accessart.org.uk)</p>
<p>Topic links</p>	<p>PSED</p>	<p>History Literacy DT</p>	<p>Science Geography DT</p>
<p>Linked Visits and Trips</p>			

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Year 3

Topic	Prehistoric World	Field to Fork	Heroes and Villains
<p>Focus Throughout the year:</p> <p>Select and record ideas from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make observations about starting points throughout the curriculum.</p> <p>Record and explore ideas in a variety of ways, using sketchbooks.</p> <p>Discuss the roles and purposes of artists, craftspeople and designers working in</p>	<p>Printing</p> <p>Print using a variety of materials, objects and techniques, including layering colours.</p> <p>Research, create and refine a print using a variety of techniques. -Make printing blocks using relief or impressed techniques (e.g. from coiled string glued to a block).</p> <p>Experiment with resist printing including marbling, silkscreen and cold-water paste</p> <p>Replicate patterns observed in natural or built environments.</p> <p>Explore pattern and shape, creating designs for printing.</p> <p>Talk about the processes used to produce a simple print.</p>	<p>Painting</p> <p>Introduce different types of brushes for specific purposes.</p> <p>Mix colours effectively, knowing which primary colours make secondary.</p> <p>Colour mixing and matching; tint, tone, shade (match using colour charts).</p> <p>Use watercolour paint to produce washes for backgrounds, then to add detail.</p> <p>Experiment with creating mood with colour.</p> <p>Experiment with different effects and textures (e.g. blocking in colour, washes, thickened paint) and techniques</p> <p>Apply colour, using dotting, scratching, splashing to imitate an artist.</p> <p>Pointillism - control over dots, so tone and shading are evident.</p>	<p>Digital Media</p> <p>Create images, video and sound recordings and explain how they were created.</p>

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different times and cultures.

Discuss artwork using visual language

Lots of inspiration here to begin the unit of work. Some of these ideas maybe used and combined with the printing to create backgrounds etc.

[Visual Arts Planning: Stone Age \(accessart.org.uk\)](https://www.accessart.org.uk/visual-arts-planning-stone-age)

[Teachers Play with Plasticine to Make Prints in the Education Room at the Fitzwilliam Museum, Cambridge \(accessart.org.uk\)](https://www.accessart.org.uk/teachers-play-with-plasticine-to-make-prints-in-the-education-room-at-the-fitzwilliam-museum-cambridge)

Use plastacine to create simple prints like fossils. Follow the link to learn the technique.



Use aluminium foil to create a printing block and adapt this link for the prehistoric world. Spend time in sketchbooks exploring different lines to add texture and experiment with designs before creating the block.

[Aluminium Foil Printing by Paul Carney \(accessart.org.uk\)](https://www.accessart.org.uk/aluminium-foil-printing-by-paul-carney)

[Be Inspired by Flowers in a Glass Vase by Jan Davidsz de Heem \(accessart.org.uk\)](https://www.accessart.org.uk/be-inspired-by-flowers-in-a-glass-vase-by-jan-davidsz-de-heem)



[The Wildflower Meadow \(accessart.org.uk\)](https://www.accessart.org.uk/the-wildflower-meadow)

Explore simple drawing, collaging and painting techniques to create beautiful artworks inspired by a summer meadow. Follow link to access art.



[Drawing and Making Flowers \(accessart.org.uk\)](https://www.accessart.org.uk/drawing-and-making-flowers)

[accessart.org.uk](https://www.accessart.org.uk)



Create an animation linked to [the environment and/ or saving the planet](#) using one stop animation.

Begin by creating a flick book animation



[Simple Animation: Making a Flick Book \(accessart.org.uk\)](https://www.accessart.org.uk/simple-animation-making-a-flick-book)

Other ideas for using digital media in art

[DrawAble: Making GIFs with Lizzie Knott \(accessart.org.uk\)](https://www.accessart.org.uk/drawable-making-gifs-with-lizzie-knott)



Support with software:

[Animation Software \(accessart.org.uk\)](https://www.accessart.org.uk/animation-software)

And free sounds to add to animations
[Download A SoundTrack To Inspire Your Animation! \(accessart.org.uk\)](https://www.accessart.org.uk/download-a-soundtrack-to-inspire-your-animation)

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<p>Studied Artist</p> <p>Throughout the year: Replicate some of the techniques used by notable artists, designers and artisans.</p> <p>Create original pieces that are influenced by studies of others.</p>		<p>Jan Davidsz</p> <p>Links to Healthy Planet</p> 	<p>Nathan Ward</p> <p>Which Artists: Nathan Ward (accessart.org.uk)</p> <p>Links to Healthy Planet</p>
<p>Topic links</p> <p><i>Colour blue to show our school ethos: Health body, healthy mind, healthy planet.</i></p>	<p><i>Natural disasters: Volcanoes</i></p> <p><i>History: Stonehenge and Prehistoric world (dinosaurs)</i></p>	<p>Science: parts and functions of Plants. What plants need to successfully grow.</p> <p>A trip to lay down and experience a wild meadow.</p>	<p>PSHE and History: Understanding the features of a hero linking to saving the planet by creating their own superhero.</p>
<p>Linked Visits and Trips</p>	<p>Visit to Truro museum to do pottery and investigate the patterns and shapes Stone Age to Iron Age used. Create their own clay pot using patterns.</p>	<p>Every two year to the Farm and Country Trip. Look at natural art using recyclable materials, bees,</p>	

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		Book a National Gallery session via this link and select plants: Online talks and storytelling Primary schools National Gallery, London	
Year 4			
Topic	Egyptians	Empire Strikes (Romans)	Victorians
Focus	Sculpture	Drawing	Textile/collage
<p>Throughout the year: Select and record ideas from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make observations about starting points throughout the curriculum.</p> <p>Record and explore ideas in a variety of ways, using sketch books.</p> <p>Discuss the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Discuss artwork using visual language</p>	<p>Shape, form, model and construct.</p> <p>Understand qualities and potential of materials as a way of problem solving and expression.</p> <p>Plan and develop ideas in sketchbook and make simple choices about media.</p> <p>Understanding of different adhesives and methods of construction.</p> <p>Use tools more confidently.</p> <p>Simple discussion about</p> <p>Discuss own work and compare work of other sculptors (i.e. aesthetics/size).</p>	<p>Use sketchbooks to collect and record observations, and to develop their own ideas.</p> <p>Annotate sketches to explain and elaborate ideas.</p> <p>Plan, refine and alter sketches as necessary.</p> <p>Use different grades of pencils to show line, tone and texture.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Develop shading to show light and shadow.</p> <p>Use hatching and cross to show tone and texture.</p> <p>Use a viewfinder to select an area of a subject for drawing.</p> <p>Continue to observe and develop the drawing of landscapes, patterns, faces and objects, with increasing accuracy.</p> <p>Draw for a sustained period of time at their own level.</p>	<p>Use a variety of techniques (build on KS1).</p> <p>Name the materials and tools they have used. Develop skills in stitching, cutting and joining.</p> <p>Use basic cross-stitch and back stitch.</p> <p>Colour fabric.</p> <p>Create weavings.</p> <p>Refine and alter ideas and explain choices using art vocabulary.</p> <p>Use overlapping, layering, coiling, tessellation, mosaic and montage.</p> <p>Collect visual information from a variety of sources, describing the visual and tactile elements.</p>
		Thoughtful Mark Making (accessart.org.uk)	Sketchbooks! Collage Exercise (accessart.org.uk)

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Access art recommends the following link to look at and discuss Egyptian wall art. Use sketchbooks to record discussions and designs. The children might explore drawing in the style of an Egyptian artist.

[Egyptian life and death | British Museum](#)

Research designs for Ectopic jars and make sketches. Use the research to create their own jar.

Use clay and other sculpting materials to create an Egyptian Ectopic Jar using a mixture of mouldable materials including mod rock, papier mache and clay. Decorated through research.

Start with this mark making exercise to help the children understand the importance of *looking* when drawing, and of *thinking*, to help build their confidence in making creative decisions during the drawing process.



[Exemplar Primary Art Curriculum – Year Four \(accessart.org.uk\)](#)

Pupils develop their drawing and mark-making skills. The children collage images of birds drawn in biro onto mixed media backgrounds, to produce a set of lively and colourful images.



[Exemplar Primary Art Curriculum – Year Four \(accessart.org.uk\)](#)

The [Drawing Nests](#) resource enables an exploration of observational and experimental drawing of nests, in a variety of media. The project encourages children to experience at first hand how different medium can be used to change the feel and character of a drawing.



[Creating a Book World by Rose Feather \(accessart.org.uk\)](#)

Listen to Rose and find out what inspires her as an artist. See how she uses art to tell stories through pictures. Look at her house collage project. Can you make your house using her techniques?

Look at the project below. You might choose to create a Victorian village as a whole class collaboration or a scene from your book in English (Alice in Wonderland)

[Natsko Seki: Making Broadway Market \(accessart.org.uk\)](#)

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		Dragons & Birds in Eggs: Hidden and Revealed (accessart.org.uk) 	
Studied Artist Throughout the year: Replicate some of the techniques used by notable artists, designers and artisans Create original pieces that are influenced by studies of others.		Follow the link to select an artist Birding Art - Bird Art Gallery	Rosie Feather Illustrator Rose Feather
Topic links <i>Colour blue to show our school ethos: Health body, healthy mind, healthy planet.</i>	History	Science-animals and their habitats	Could this link in with your story in English?
Linked Visits and Trips			
Year 5			
Topic	Vikings	Space	Greeks
Focus Throughout the year: Collect ideas, information and sketches from first	Drawing Use sketchbooks to create a collection of observational drawings and to develop and revisit ideas.	Painting Sketch (lightly) before painting to combine line and colour.	Printing Describe techniques, including the use of layering, poly-blocks, relief, mono and resist printing.

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<p>hand observation and experience; present ideas imaginatively in a sketch book for different purposes.</p> <p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Carefully select materials based on qualities to enhance work. -Explore and discuss the roles and purposes of artists, craftspeople and designers working in different times and cultures, with a fluent grasp of visual language.</p> <p>Identify artists who have worked in a similar way to their own work.</p>	<p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Manipulate and experiment with the elements of art; line, tone, pattern, texture, form, space, colour and shape</p> <p>Show confidence in using a variety of drawing mediums, including ink and pen</p> <p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>Develop the effect of light on objects and people from different directions, using tone.</p> <p>Develop accuracy and expression in observational drawings, including the human figure.</p> <p>Choose and combine different drawing materials as appropriate to task</p>	<p>Use brush techniques and the quality of paint to create texture.</p> <p>Create a colour palette based upon colours observed in the natural or built world.</p> <p>Identify key aspects such as complementary colours, colour as tone, warm and cold colours.</p> <p>Controlling and experimenting with qualities of colours, tones and tints to create mood and express feelings.</p> <p>Explore the use of texture in colour (sawdust, glue, shavings, sand and on different surfaces).</p> <p>Explore the texture of paint (very wet and thin, thick and heavy –add PVA).</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Consider artists’ use of colour and application of it.</p> <p>Develop a personal style of painting, drawing upon ideas from other artists.</p>	<p>Choose the printing method appropriate to the task.</p> <p>Select inks and overlay colours.</p> <p>Build up layers of colours and textures.</p> <p>Be confident with printing onto paper and fabric.</p> <p>Create an accurate pattern, showing fine detail.</p> <p>Organise work in terms of pattern, symmetry or random printing styles.</p> <p>Use a range of visual elements to reflect the purpose of the work.</p>
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[Ink Collage Inspired by The Wolf Wilder \(accessart.org.uk\)](https://www.accessart.org.uk)



[Seasonal Drawings: Observation, Composition and Colour \(accessart.org.uk\)](https://www.accessart.org.uk)



Book a National Gallery session via this link and select Materials, techniques and processes: [Online talks and storytelling | Primary schools | National Gallery, London](https://www.nationalgallery.org.uk/online-talks-and-storytelling)

Children research and look at real planets to base their colour pallets on. Children mix paint to match and paint realistic looking planets.

Explore and discuss how these look on different coloured backgrounds and learn about complimentary colours, warm tones and cool tones. How does colour effect the mood of the picture?

[Drawable: Globe Paintings by Stephanie Cubbin \(accessart.org.uk\)](https://www.accessart.org.uk)



Have a go at painting in the style of Peter Thorpe by sketching lightly first before adding paint.

Finally the children create their own space picture using a variety of skills, techniques and colours explored during the previous sessions and showing some awareness of Peter Thorpes' ideas and techniques.

Follow this link for CPD on printing techniques. Explore a variety using Greek patterns and mythology as inspiration. [Search Results printing \(accessart.org.uk\)](https://www.accessart.org.uk)

Allow time for the children to create their own individual piece of printed art using techniques and skills visited throughout the sessions.

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Studied Artist	Gelrev Ongbico (illustrator of the book Wolf Wilder). Follow the link to read about how the artist created the illustrations. Katherine Rundell's The Wolf Wilder by Gelrev Ongbico tygertale	Peter Thorpe	
Topic links <i>Colour blue to show our school ethos: Health body, healthy mind, healthy planet.</i>	Literacy- Class novel	History: Science: Space	History/Geography: Ancient Greek trading and exploration Greek gods
Linked Visits and Trips	Falmouth Maritime Museum		

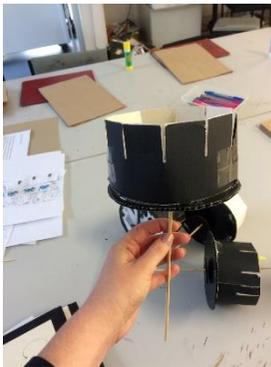
Year 6

Topic	Frozen Kingdom	Darwin Delights	World War 2
Focus	<u>Digital Media</u>	<u>Sculpture</u>	<u>Textile/Collage</u>
<p>Knowledge and Understanding Throughout the year:</p> <p>Work confidently on a range of scales.</p> <p>Work independently and collaboratively with others on projects in 2 and 3 dimensions and on different scales.</p> <p>Use ICT.</p> <p>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	<p>Enhance digital media by editing (including sound, video, animation, still images and installations).</p>	<p>Use sketchbook to inform, plan and develop ideas.</p> <p>Investigate and analyse different forms.</p> <p>Shape, form, model and join with confidence.</p> <p>Combine visual and tactile qualities.</p> <p>Work directly from observation or imagination with confidence.</p> <p>Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings.</p> <p>Discuss and evaluate own work and that of other sculptors in detail</p>	<p>Use different textures, colours and techniques when designing and making pieces of work.</p> <p>Combine visual and tactile qualities when designing and making pieces of work.</p> <p>Show precision in techniques.</p> <p>Join fabric in different ways. -Choose from a range of stitching techniques.</p> <p>Combine previously learned techniques to create pieces independently.</p> <p>Experiment with batik safely.</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p>

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The children understand how simple animation works and then work in groups to make an animation based on true stories from the titanic. Create boats, people, ice bergs etc and use Stop animation.

[Animated Walk Cycle \(accessart.org.uk\)](https://www.accessart.org.uk)



Children work together in groups to create an animation about the Titanic. Large scale? Card?

[Painting the Storm, at Bourn Primary Academy \(accessart.org.uk\)](https://www.accessart.org.uk)

Children learn how to transform 2D art into 3D sculptures and explore ways to make a stand. Using these skills to create a large scale animal that looks 3D but is 2D.

[Inspired by Miro – Collage, Automatic Drawing, & Sculpture \(accessart.org.uk\)](https://www.accessart.org.uk)



[Using Negative Space to Believe What You See \(& Scaling Up\) \(accessart.org.uk\)](https://www.accessart.org.uk)



Children learn how to scale up a silhouette of an animal.

[Flat Yet Sculptural? Drawing, Collage, Construction \(accessart.org.uk\)](https://www.accessart.org.uk)

Children Learn how to use collage and mark making to add texture.

Children create their own propaganda art with a strong message of something that is important to them.

[Find Your Message \(To The World\) \(accessart.org.uk\)](https://www.accessart.org.uk)



[Teenagers Make Propaganda Art Inspired by Shepard Fairey \(accessart.org.uk\)](https://www.accessart.org.uk)



[Screen Prints Inspired by Shepard Fairey \(accessart.org.uk\)](https://www.accessart.org.uk)

[Screen Printing with Screen Mesh: Screen Printing Hack \(accessart.org.uk\)](https://www.accessart.org.uk)

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Support with software:

[Animation Software \(accessart.org.uk\)](http://accessart.org.uk)

And free sounds to add to animations

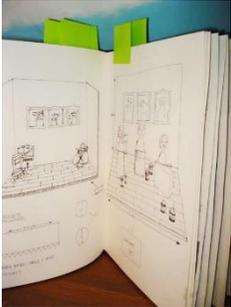
[Download A SoundTrack To Inspire Your Animation! \(accessart.org.uk\)](http://accessart.org.uk)

Making a sound scape- Pictures that contain sounds and bring them to life. Book a workshop with the National Gallery

[Online practical workshops | Primary schools | National Gallery, London](http://www.nationalgallery.org.uk/online-practical-workshops/primary-schools)



Art and Design Overview

<p>Studied Artist</p>	<p>Gemma Longbottom – Animators Sketchbook (accessart.org.uk)</p> 	<p>Joan Miró - Wikipedia</p> 	<p>An Exploration of Artwork by Shepard Fairey (accessart.org.uk)</p>  <p>Kurt schwitters</p>
<p>Topic link <i>Colour blue to show our school ethos: Health body, healthy mind, healthy planet.</i></p>	<p>History</p>	<p>Science/History</p>	<p>Science and PHSE – how to save the world. DT- reusable plastic.</p>
<p>Linked Visits and Trips</p>	<p>Book a National Gallery session via this link and select what's the story: Online talks and storytelling Primary schools National Gallery, London</p>	<p>Eden Project</p>	<p>Bodmin and wendford railway- local art</p>