

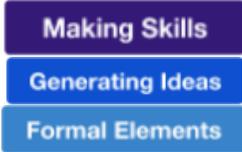
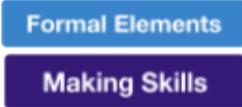
## Art & Design Curriculum Overview

Kapow offers full coverage of the KS1 and KS2 Art & Design curriculum as well as incorporating SMSC development. We have categorised our content into five areas:



Our topics contain five lessons and are designed to be taught in sequential order, with the exception of the *Skills* and *Formal Elements* topics. These two topics feature within each of the year groups and develop the discrete skills and techniques of art, craft and design.

### National Curriculum by Kapow Primary's themes and topics

<i>KS1</i> National Curriculum Art & Design subject content Pupils should be taught to:	Kapow's Art & Design Themes	Kapow Topics	
To use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination		Y1 <a href="#">At the Seaside</a> <a href="#">Formal Elements</a> , <a href="#">Living Things</a> <a href="#">Skills</a>	Y2 <a href="#">Exploring Human Form</a> <a href="#">Formal Elements</a> <a href="#">Comic and Superheroes</a> <a href="#">Skills</a>
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space		Y1 <a href="#">At the Seaside</a> <a href="#">Formal Elements</a> <a href="#">Living Things</a> <a href="#">Skills</a>	Y2 <a href="#">Exploring Human Form</a> <a href="#">Formal Elements</a> <a href="#">Comic and Superheroes</a> <a href="#">Skills</a>
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.		Y1 <a href="#">At the Seaside</a> <a href="#">Formal Elements</a> <a href="#">Living Things</a> <a href="#">Skills</a>	Y2 <a href="#">Exploring Human Form</a> <a href="#">Formal Elements</a> <a href="#">Comic and Superheroes</a> <a href="#">Skills</a>

<i>KS2</i> <i>National Curriculum Art &amp; Design</i> <i>subject content</i>  Pupils should be taught to:	<i>Kapow's Art &amp; Design</i> <i>Themes</i>	<i>Kapow Topics</i>			
To create sketch books to record their observations and use them to review and revisit ideas	<div data-bbox="667 368 904 416" style="background-color: #4a7ebb; color: white; padding: 2px; text-align: center;">Generating Ideas</div> <div data-bbox="667 424 904 472" style="background-color: #2e3192; color: white; padding: 2px; text-align: center;">Making Skills</div>	Y3 <a href="#">Prehistoric Art</a> <a href="#">Formal Elements</a> <a href="#">Materials</a> <a href="#">Skills</a>	Y4 <a href="#">Every Picture Tells a Story</a> <a href="#">Formal Elements</a> <a href="#">Sculpture</a> <a href="#">Skills</a>	Y5 <a href="#">Every Picture Tells a Story</a> <a href="#">Formal Elements</a> <a href="#">Architecture</a> <a href="#">Design for a Purpose</a> <a href="#">Skills</a>	Y6 <a href="#">Make My Voice Heard</a> <a href="#">Photography</a> <a href="#">Memory Box</a> <a href="#">Skills</a>
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	<div data-bbox="667 628 904 676" style="background-color: #2e3192; color: white; padding: 2px; text-align: center;">Making Skills</div> <div data-bbox="667 684 904 732" style="background-color: #4a7ebb; color: white; padding: 2px; text-align: center;">Formal Elements</div>	Y3 <a href="#">Prehistoric Art</a> <a href="#">Formal Elements</a> <a href="#">Materials</a> <a href="#">Skills</a>	Y4 <a href="#">Every Picture Tells a Story</a> <a href="#">Formal Elements</a> <a href="#">Sculpture</a> <a href="#">Skills</a>	Y5 <a href="#">Every Picture Tells a Story</a> <a href="#">Formal Elements</a> <a href="#">Architecture</a> <a href="#">Design for a Purpose</a> <a href="#">Skills</a>	Y6 <a href="#">Make My Voice Heard</a> <a href="#">Photography</a> <a href="#">Memory Box</a> <a href="#">Skills</a>
About great artists, architects and designers in history	<div data-bbox="622 888 947 936" style="background-color: #4a7ebb; color: white; padding: 2px; text-align: center;">Knowledge of artists</div> <div data-bbox="658 944 911 992" style="background-color: #008000; color: white; padding: 2px; text-align: center;">Evaluating</div>	Y3 <a href="#">Prehistoric Art</a> <a href="#">Formal Elements</a> <a href="#">Materials</a> <a href="#">Skills</a>	Y4 <a href="#">Every Picture Tells a Story</a> <a href="#">Formal Elements</a> <a href="#">Sculpture</a> <a href="#">Skills</a>	Y5 <a href="#">Every Picture Tells a Story</a> <a href="#">Formal Elements</a> <a href="#">Architecture</a> <a href="#">Design for a Purpose</a> <a href="#">Skills</a>	Y6 <a href="#">Make My Voice Heard</a> <a href="#">Photography</a> <a href="#">Memory Box</a> <a href="#">Skills</a>

## Overview of Kapow Primary's topics by year

Suggested order	Topic 1 (5 lessons)	Topic 2 (5 lessons)	Topic 3 (5 lessons)	Topic 4 (5 lessons)
Year 1	<p><b>Formal Elements of Art (Shape, line and colour) <span style="color: yellow;">Go to topic</span></b> Using shape, line and colour to create abstract forms, developing mark-making techniques and mixing primary and secondary paint colours</p> <p><b>1. SHAPE: Abstract Compositions</b> Creating abstract art inspired by artist Beatriz Milhazes <b>Generating Ideas</b> <b>Formal Elements</b> <b>Making Skills</b> <b>Evaluating</b></p> <p><b>2. LINE: Exploring Line</b> Creating shapes using string before drawing from observation <b>Generating Ideas</b> <b>Formal Elements</b> <b>Generating Ideas</b></p> <p><b>3. LINE: Making Waves</b> Creating a class piece of art inspired by music. <b>Generating Ideas</b> <b>Formal Elements</b> <b>Making</b></p> <p><b>4. COLOUR: Making Colours</b> Making secondary colours using play-doh <b>Generating Ideas</b> <b>Formal Elements</b> <b>Generating Ideas</b></p> <p><b>5. COLOUR: Painting with Colour</b> Putting into practise colour mixing skills to create work inspired by artist Jasper Johns <b>Generating Ideas</b> <b>Making</b></p>	<p><b>Art &amp; Design Skills <span style="color: yellow;">Go to topic</span></b></p> <p><b>1. Learning about...the artist Louis Wain</b> <b>Generating Ideas</b> in response to artists' work <b>Knowledge of Artists</b> Learning about the work of Louis Wain and responding visually and verbally <b>Evaluating</b> the work of others through discussions</p> <p><b>2. Painting: Colour Mixing</b> <b>Making Skills</b> Developing skill and control with painting <b>Formal Elements</b> Mixing and applying colour <b>Generating Ideas</b> Understanding how art relates to the world around us <b>Knowledge of Artists</b> The significance of using of colour by artists <b>Evaluating</b> Using the language of art <b>SMSC</b> Representing emotions through colour</p> <p><b>3. Craft: Printing (Example theme: Great Fire of London)</b> <b>Making Skills</b> Using materials and printmaking techniques <b>Formal Elements</b> Colour, shape, form, and pattern <b>Evaluating</b> Strengths and weaknesses of their work</p> <p><b>4. Drawing: Experimenting with Media</b> <i>Drawing geometric shapes inspired by the artist Kandinsky</i> <b>Making Skills</b> Drawing using 2D geometric shapes <b>Formal Elements</b> Shape, form, and pattern <b>Generating Ideas</b> for patterns <b>Knowledge of Artists</b> Kandinsky <b>Evaluating</b> Strengths and areas of development within their work</p> <p><b>5. Design: Lego Printing</b> <i>Creating patterns using Lego bricks</i> <b>Making Skills</b> 2D artwork using printing methods <b>Formal Elements</b> Line, shape, form, colour and pattern <b>Generating Ideas</b> Creating original patterns and designs <b>Evaluating</b> Creating original patterns and designs</p>	<p><b>Landscapes Using Different Media</b> <i>(Example theme: At the Seaside)</i> Exploring great art to inspire a seaside themed collage and a textured piece <b>Go to topic</b></p> <div style="background-color: #4b0082; color: white; text-align: center; padding: 5px; margin: 10px 0;"><b>Making Skills</b></div> <p>Creating textures and mixing colours</p> <div style="background-color: #4169e1; color: white; text-align: center; padding: 5px; margin: 10px 0;"><b>Formal Elements</b></div> <p>Making colours lighter or darker. Line.</p> <div style="background-color: #4169e1; color: white; text-align: center; padding: 5px; margin: 10px 0;"><b>Generating Ideas</b></div> <p>Through class discussion</p> <div style="background-color: #666666; color: white; text-align: center; padding: 5px; margin: 10px 0;"><b>Knowledge of artists</b></div> <p>Similarities and differences between works of art</p> <div style="background-color: #008000; color: white; text-align: center; padding: 5px; margin: 10px 0;"><b>Evaluating</b></div> <p>Making connections from artists' work to their own</p>	<p><b>Sculptures and Collages (Example theme: Living Things)</b> Sculpting 3D forms using clay, newspaper and natural materials <b>Go to topic</b></p> <div style="background-color: #4b0082; color: white; text-align: center; padding: 5px; margin: 10px 0;"><b>Making Skills</b></div> <p>Etching patterns into clay</p> <div style="background-color: #4169e1; color: white; text-align: center; padding: 5px; margin: 10px 0;"><b>Formal Elements</b></div> <p>Creating original artwork based on given themes</p> <div style="background-color: #4169e1; color: white; text-align: center; padding: 5px; margin: 10px 0;"><b>Generating Ideas</b></div> <p>Through class discussion</p> <div style="background-color: #666666; color: white; text-align: center; padding: 5px; margin: 10px 0;"><b>Knowledge of artists</b></div> <p>Creating a large piece of art</p> <div style="background-color: #008000; color: white; text-align: center; padding: 5px; margin: 10px 0;"><b>Evaluating</b></div> <p>Looking at the artwork of people from around the world <b>SMSC</b></p>
Cross curric links	SMSC	SMSC	Science	Maths

Suggested order	Topic 1 (5 lessons)	Topic 2 (6 lessons)	Topic 3 (5 lessons)	Topic 4 (5 lessons)
<p>Year 2</p>	<p><b>Formal Elements of Art</b>  <b>Go to topic</b>  <b>1. PATTERN: Repeating Patterns</b>  Identifying and painting repeating patterns  <b>Making Skills</b>  <b>Formal Elements</b>  <b>2. TEXTURE: Taking Rubbings</b>  Taking rubbings of different textures  <b>Making Skills</b>  <b>Formal Elements</b>  <b>Generating Ideas</b>  <b>3.TEXTURE: Frottage</b>  Creating art from rubbings inspired by artist Max Ernst  <b>Making Skills</b>  <b>Formal Elements</b>  <b>Evaluating</b>  <b>Knowledge of Artists</b>  <b>4. TONE: 3D Pencil Drawings</b>  Learning to use pencils to create different tones (inspired by artist Ed Ruscha)  <b>Making Skills</b>  <b>Formal Elements</b>  <b>Knowledge of Artists</b>  <b>Evaluating</b>  <b>5. TONE: 3D Colour Drawings</b>  Creating tonal drawings of the solar system  <b>Making Skills</b>  <b>Formal Elements</b></p>	<p><b>Art &amp; Design Skills</b> <b>Go to topic</b>  <b>1.Drawing for fun</b> Creating a piece of art on a theme of their choice  <b>Making Skills</b> Developing an interest in drawing, using art for fun and pleasure  <b>Generating Ideas</b> Creating art on personal themes that interest them  <b>Knowledge of Artists</b> Exploring diverse forms of culturally significant art  <b>Evaluating</b> own progress without being too critical of self  <b>SMSC</b> Expressing personal feelings and interests  <b>2.Drawing: Shading</b> Creating drawings through the application of tone and shading  <b>Making Skills</b> Exploring drawing techniques, developing ability to apply tone to create form  <b>Formal Elements</b> Understanding line and tone through drawing and shading  <b>Knowledge of Artists</b> Critically exploring the work of a famous artist and relating it to own  <b>Evaluating</b> Orally describing art forms using language  <b>3.Craft: Clay</b> Creating repeating patterns using clay.  <b>Making Skills</b> Using 3D clay to create 2D printed patterns and sculptural forms  <b>Generating Ideas</b> Working instinctively with materials to create unique designs  <b>Formal Elements</b> Advancing understanding of colour and pattern and form  <b>Evaluating</b> Development of patterns and making adjustments to improve  <b>4.Design: Clarice Cliff Plates</b> Designing a ceramic plate in the style of Clarice Cliff  <b>Making Skills</b> Developing techniques in creating 2D art using painting and designing  <b>Formal Elements</b> Shape, form, and pattern  <b>Generating Ideas</b> Creating own designs to original intentions  <b>Knowledge of Artists</b> Applying famous artist techniques to own designs  <b>Evaluating</b> Making adjustments where needed to correct and improve outcomes  <b>5.Craft: Weaving a Picture</b> Creating a weave to an animal shape design  <b>Making Skills</b> Learning the craft skill of weaving through active learning methods  <b>Formal Elements</b> Learning about pattern  <b>Evaluating</b> Successes and failures of own work to specified intentions  <b>SMSC</b> Care in art room with dangerous equipment  <b>6.Painting: Rollercoaster Ride</b> Developing painting skills  <b>Making Skills</b> Developing skill and control using a paintbrush  <b>Formal Elements</b> Exploring colour through sweeping brush strokes  <b>Generating Ideas</b> Developing ideas by evaluating work and adding details</p>	<p><b>Human Form Collage, portraits and sculpture</b>  Use the human form as a basis for making art  <b>Go to topic</b>  <b>Making Skills</b>  Creating 2D art to explore their feelings about the world around them  <b>Formal Elements</b>  Creating textures  Learning about tone and colour  <b>Generating Ideas</b>  Studying natural forms in the world around them and relating it to their own artwork  <b>Knowledge of artists</b>  Understanding the development of art forms  <b>Evaluating</b>  Describing the strengths and weaknesses of works of art</p>	<p><b>Sculpture and Mixed Media</b> (Example theme: Superheroes)  Creating a large-scale work of art on a comic theme  <b>Go to topic</b>  <b>Making Skills</b>  Creating 3D art  Mixing, refining, and applying colours  Developing skill and control with art materials including drawing, adding texture and blending pastels  <b>Formal Elements</b>  Controlling drawing media to create tone and form  Mixing and using colour as intended  <b>Generating Ideas</b>  Creating large-scale artwork  <b>Knowledge of artists</b>  Relating to the work of famous Pop artists to their own work  <b>Evaluating</b>  Improving outcomes by making adjustments</p>
<p>Cross curricular links</p>		<p>SMSC</p>	<p>SMSC</p>	

Suggested order	Topic 1 (5 lessons)	Topic 2 (6 lessons)	Topic 3 (5 lessons)	Topic 4 (5 lessons)
<p>Year 3</p>	<p><b>Formal Elements of Art</b>  <b>Go to topic</b>  <b>1. SHAPE: Seeing Simple Shapes</b>  Identifying, drawing &amp; labeling shapes around the school  <b>Making Skills</b>  <b>Formal Elements</b>  <b>2. SHAPE: Geometry</b>  Identifying geometric shapes within an object and sketching  <b>Making Skills</b>  <b>Formal Elements</b>  <b>Generating Ideas</b>  <b>3. SHAPE: Working with Wire</b>  Creating a wire sculpture  <b>Making Skills</b>  <b>Formal Elements</b>  <b>4. TONE: The Four Rules of Shading</b>  <b>Formal Elements</b>  <b>Evaluating</b>  <b>5. TONE: Shading From Light to Dark</b>  <b>Formal Elements</b>  <b>Evaluating</b></p>	<p><b>Art &amp; Design Skills</b>  <b>Go to topic</b>  <b>1.Craft and Design: Craft Puppets (3 Lessons)</b> Designing and making 3D puppets  <b>Making Skills</b> Designing and making 3D forms using art materials and techniques  <b>Generating Ideas</b> Using sketchbooks to record ideas and observations about monsters  <b>Knowledge of Artists:</b> Learning how artists make puppets and relating this to their work  <b>Evaluating</b> Describing the strengths and weaknesses of their work in light of critical evaluation and making corrections where possible  <b>Formal Elements</b> Developing ability to model form in 3D, developing understanding of application of colour to decorate models  <b>SMSC</b> Developing the ability to represent ideas and feelings    <b>4. Painting: Tints and Shades</b> Painting templates in light and dark tones  <b>Making Skills</b> Developing ability to control the tonal quality of paint. Improving skill and technique when painting  <b>Formal Elements</b> Developing ability to use qualities of tone when painting  <b>Knowledge of Artists</b> Learning how famous artists used tone in their work    <b>5.Drawing: My Toy Story</b> Drawing toys from observation  <b>Making Skills</b> Using a range of drawing and sculptural materials to draw from observation  <b>Generating Ideas</b> Expressing thoughts, feelings and observations about objects they  <b>Formal Elements</b> Developing use of line, tone and colour through drawing  <b>Knowledge of Artists</b> Learning about the work of a cartoon illustrator  <b>Evaluating</b> Discussing outcomes of their work, offering opinions and advice to others  <b>SMSC</b> Representing feelings and emotions about favourite objects    <b>6.Learning About...Carl Giles</b> Drawing cartoon characters on the theme of 'family'  <b>Making Skills</b> Developing drawing skills by identifying and representing key features  <b>Generating Ideas</b> Using their sketchbooks to develop ideas  <b>Knowledge of Artists</b> Learning about the work of a cartoon artist  <b>Evaluating</b> Comparing their work to that of famous artists</p>	<p><b>Prehistoric Art</b>  Drawing, painting and working with charcoal  Painting animal designs inspired by cave artists including a class creation and creating paints  <b>Go to topic</b>  <b>Making Skills</b>  Exploring unusual mediums  Simplifying to abstract form  Developing drawing and painting skills  <b>Formal Elements</b>  Developing understanding of colour, line and form  <b>Generating Ideas</b>  Expressing their thoughts and ideas about prehistoric art  <b>Knowledge of artists</b>  Learning how prehistoric artists created painting materials  <b>Evaluating</b>  Understanding and reflecting on why early humans created art</p>	<p><b>Craft</b>  (Example theme: Materials)  A variety of craft, design and collage activities  <b>Go to topic</b>  <b>Making Skills</b>  Creating a mood board  Using 2D materials and craft processes to create art, develop sewing skills  <b>Generating Ideas</b>  Representing themselves and their family through their art.  <b>Knowledge of artists</b>  Applying the creative processes of artists and craftspeople to own work.  <b>Evaluating</b>  Developing a more comprehensive use of the language of art</p>
Cross curric		English, Science, SMSC	History, SMSC	

Suggested order	Topic 1 (5 lessons)	Topic 2 (6 lessons)	Topic 3 (5 lessons)	Topic 4 (5 lessons)
<p>Year 4</p>	<p><b>Formal Elements of Art</b> <b>Go to topic</b> <b>1.TEXTURE: Charcoal Mark Making</b> Creating drawing to represent words and phrases <b>Generating Ideas</b> <b>Formal Elements</b> <b>Evaluating</b> <b>2.TEXTURE &amp; PATTERN: Playdough</b> <b>Printing</b> Working with clay tools and creating prints <b>Generating Ideas</b> <b>Formal Elements</b> <b>Making</b> <b>Evaluating</b> <b>3.PATTERN: Stamp Printing</b> Making stamps from geometric shapes to create prints <b>Formal Elements</b> <b>Making</b> <b>Evaluating</b> <b>4.PATTERN: Reflection &amp; Symmetry</b> creating patterns using symmetry and reflection <b>Generating Ideas</b> <b>Formal Elements</b> <b>Evaluating</b> <b>5.PATTERN: Flower of Life Printing</b> Creating a geometric pattern with a compass <b>Generating Ideas</b> <b>Formal Elements</b></p>	<p><b>Art &amp; Design Skills</b> <b>Go to topic</b> <b>1.Learning about...The role of a curator in an art gallery</b> <b>Making Skills</b> Learning how to present and display works of art <b>Knowledge of Artists</b> Developing an understanding of the role of a curator <b>Evaluating</b> Learning how to present, speak and listen like an artist <b>SMSC</b> Engaging with works of art on a personal level <b>2.Design: Optical Illusions</b> Creating an image using a form of printing <b>Making Skills</b> Developing pupil's techniques in using and applying printing methods <b>Formal Elements</b> Developing a greater understanding of pattern to create art <b>Generating Ideas</b> Representing ideas from multiple viewpoints and perspectives <b>Evaluating</b> Using the language of art <b>SMSC</b> Care in art room with dangerous equipment <b>3.Design: Willow Pattern</b> Creating a chinoiserie plate design <b>Making Skills</b> Diluting ink to create different shades and working with this new medium <b>Generating Ideas</b> Discussing key elements of a story to convey <b>SMSC</b> Learning about a Chinese inspired art <b>4.Craft: Soap Sculptures</b> Creating 3D sculptures inspired by Barbara Hepworth <b>Making Skills</b> Learning how to create 3D forms from everyday materials <b>Formal Elements</b> Developing greater understanding of 3D form, design and texture <b>Generating Ideas</b> Expressing ideas and feelings on their own themes and designs <b>Knowledge of Artists</b> Learning how great artists made art and relating this to own work <b>Evaluating</b> Making adjustments where needed to correct and improve outcomes <b>5.Drawing: Still Life</b> Still Life drawing <b>Making Skills</b> Developing techniques using drawing materials, using a pencil in different ways <b>Formal Elements</b> Developing a greater understanding of tone and line through drawing <b>Generating Ideas</b> Recording observations <b>Knowledge of Artists</b> Learning how artist Giorgio Morandi composed his paintings <b>6.Painting: Paul Cezanne</b> Painting in the style of the artist Paul Cezanne <b>Making Skills</b> Developing technical mastery of painting skills <b>Formal Elements</b> Developing use of colour to create mood and emotion <b>Knowledge of Artists</b> Analyzing the paintings of artist Paul Cezanne <b>Evaluating</b> Making adjustments where needed to correct and improve outcomes.</p>	<p><b>Every Picture Tells a Story</b> <i>Analysing famous artists' works</i> <b>Go to topic</b> Learning how great works of art tell stories via role play, games and analysis <b>Formal Elements</b> Describing the formal elements in artists work Engaging in critical question and answer sessions through works of art <b>Generating Ideas</b> Expressing thoughts and feelings through art <b>Knowledge of artists</b> Learning how artists tell stories in their work, recreating famous works of art, studying it in depth <b>Evaluating</b> Describing paintings using the correct language of art, critically analysing them <b>SMSC</b> Using art to tell stories</p>	<p><b>Sculpture</b> Making 3D forms from found and recycled materials <b>Go to topic</b> <b>Making Skills</b> Learning how to make art from recycled materials, improving their control and mastery of art and design techniques <b>Generating Ideas</b> Creating aesthetic and visual effects to decorate and finish work. Using sketchbooks to record ideas <b>Knowledge of artists</b> Learning how great artists incorporated political meaning in their work <b>SMSC</b> Learning art from other cultures</p>
<p>Cross curri links</p>	<p>Maths</p>	<p>English, Maths, SMSC</p>	<p>English, SMSC</p>	<p>Geography, Music, Science, SMSC</p>

Suggested order	Topic 1 (5 lessons)	Topic 2 (6 lessons)	Topic 3 (5 lessons)	Topic 4 (5 lessons)
Year 5	<p><b>Formal Elements of Art: Architecture</b></p> <p><b>Go to topic</b></p> <p><b>1. House Drawing</b> Drawing from observation</p> <p><b>Formal Elements</b></p> <p><b>Evaluating</b></p> <p><b>2. House Monoprints</b> Creating a monoprint from observation</p> <p><b>Formal Elements</b></p> <p><b>Generating Ideas</b></p> <p><b>Evaluating</b></p> <p><b>3. Hundertwasser House</b></p> <p>Transforming buildings in a style inspired by the artist Hundertwasser</p> <p><b>Formal Elements</b></p> <p><b>Knowledge of Artists</b></p> <p><b>Generating Ideas</b></p> <p><b>Evaluating</b></p> <p><b>4. Be an Architect</b> Designing a building in an architectural style</p> <p><b>Formal Elements</b></p> <p><b>Generating Ideas</b></p> <p><b>Evaluating</b></p> <p><b>5. Monument</b> Designing a monument to symbolize a building in an architectural style</p> <p><b>Formal Elements</b></p> <p><b>Making Skills</b></p> <p><b>Generating Ideas</b></p>	<p><b>Art &amp; Design Skills</b></p> <p><b>Go to topic</b></p> <p><b>1&amp;2. Packaging Collage</b> Studying familiar packaging to inspire art</p> <p><b>Making Skills</b> Improving the mastery of drawing and painting skills, learning how to scale art using mathematical processes</p> <p><b>Generating Ideas</b> Expressing thoughts and feelings about familiar products</p> <p><b>Evaluating</b> Discussing learning objectives in groups</p> <p><b>3. Drawing: Picture the Poet</b> Creating visual representations of poetry</p> <p><b>Making Skills</b></p> <p>Creating drawings using the continuous line method, using writing to draw forms</p> <p><b>Generating Ideas</b></p> <p>Linking artwork to work produced in English poetry lessons</p> <p><b>Evaluating</b> Discussing and reviewing strengths and weaknesses of outcomes to specified learning criteria</p> <p><b>SMSC</b> Expressing thoughts and ideas about the world around them</p> <p><b>4. Drawing: A Walking Line</b> Drawing using observation, imagination and creativity</p> <p><b>Making Skills</b> Controlling line with a pencil to make detailed drawings</p> <p><b>Formal Elements</b> Describing lines, textures, shapes using the language of art</p> <p><b>Generating Ideas</b> Developing personal, imaginative responses to a theme</p> <p><b>Knowledge of Artists</b> Responding to a famous quote by the artist Paul Klee</p> <p><b>5. Design: Little Inventors</b> Designing a new invention</p> <p><b>Making Skills</b> Using sketchbooks to record observations. Improving mastery of using art materials</p> <p><b>Generating Ideas</b> Creating ideas for inventions for a purpose in their lives</p> <p><b>Knowledge of Artists</b> Learning how animators and artists invent and create ideas for products</p> <p><b>Evaluating</b> Using self and peer evaluation to develop ideas and improve outcomes</p> <p><b>SMSC</b> Expressing thoughts and ideas about the world around them</p> <p><b>6. Learning About...How Artists Work</b> Creating original art</p> <p><b>Making Skills</b> Developing skills in chosen medium</p> <p><b>Generating Ideas</b> Developing and discuss their ideas through sketches</p> <p><b>Knowledge of Artists</b> Learning about the processes of creating original art</p>	<p><b>Every Picture Tells a Story</b></p> <p><i>Analysing famous artists' works</i></p> <p>Creating art with messages using cultural art forms</p> <p><b>Go to topic</b></p> <p><b>Making Skills</b></p> <p>Improving their control of 2D and 3D materials to suit a purpose</p> <p><b>Formal Elements</b></p> <p>Developing understanding of colour, line and form</p> <p><b>Generating Ideas</b></p> <p>Using thoughts and feelings to review ideas about their culture</p> <p><b>Knowledge of artists</b></p> <p>Learning how artists make political statements through their art, e.g. Banksy</p> <p><b>Evaluating</b></p> <p>Forming opinions about great artworks and key political events through debate and discussion</p> <p><b>SMSC</b></p> <p>Learning about principles such as democracy and the rule of law</p>	<p><b>Design for Purpose</b></p> <p>Designing a coat of arms, a hospital room and creating new products</p> <p><b>Go to topic</b></p> <p><b>Making Skills</b></p> <p>Design, control and manipulate art materials to suit a purpose</p> <p><b>Formal Elements</b></p> <p>Build confidence in using colour, shape and pattern</p> <p><b>Generating Ideas</b></p> <p>Expressing ideas and feelings about familiar products, designing and inventing new products</p> <p><b>Knowledge of artists</b></p> <p>Learning how artists use colour, pattern and shape to create positive visual effects</p> <p><b>Evaluating</b></p> <p>Presenting, discussing and critically appraising each other's work using the language of art</p> <p><b>SMSC</b></p> <p>Inventing new products that will transform the world around them</p>
Cross curric links	SMSC		English, British values through SMSC development	D&T, English, SMSC

Suggested order	Topic 1 (5 lessons)	Topic 2 (5 lessons)	Topic 3 (6 lessons)	Topic 5 (5 lessons)
<p>Year 6</p>	<p><b>Art &amp; Design Skills</b></p> <p><b>Go to topic</b></p> <p><b>1.Painting: Impressionism</b> Investigating great impressionists paintings  <b>Making Skills</b> Developing mastery of painting techniques  <b>Formal Elements</b> Developing understanding of colour through practical painting exercises  <b>Generating Ideas</b> Learning how artists represent ideas through painting  <b>Knowledge of Artists</b> Understanding techniques of impressionist painters</p> <p><b>2.Drawing: Zentangle Patterns</b> Using drawing for relaxation  <b>Making Skills</b> Improving drawing skills through intuitive pattern making  <b>Formal Elements</b> Developing skills in using line, pattern and colour  <b>Generating Ideas</b> Helping pupils to achieve mindfulness through art  <b>Knowledge of Artists</b> Applying intuitive pattern making to own work  <b>Evaluating</b> Peer and small group evaluations to improve outcomes</p> <p><b>3.Craft: Zentangle Printing</b> Creating repeating patterns using their zentangle designs  <b>Making Skills</b> Using polyprint tiles to create elaborate zentangle patterns  <b>Formal Elements</b> Developing skill, knowledge and understanding of patterns  <b>Generating Ideas</b> Expressing own ideas and feelings through pattern  <b>Knowledge of Artists</b> Investigating the structure of William Morris patterns  <b>Evaluating</b> Using self and peer review to critically analyse their outcomes</p> <p><b>4.Design: Making a Hat</b>  <b>Making Skills</b> Creating 3D sculptural forms using basic art materials  <b>Formal Elements</b> Creating 3D forms from 2D materials  <b>Generating Ideas</b> Creating imaginative forms  <b>Evaluating</b> Correcting and improving outcomes</p> <p><b>5.Learning About...the work of Edward Hopper</b>  <b>Formal Elements</b> Discussing line, form, colour and patterns in Hopper's work  <b>Evaluating</b> Discussing great artists in history  <b>Knowledge of Artists</b> Critically deconstructing and analysing a piece of art  <b>SMSC</b> Articulating thoughts and feelings orally</p>	<p><b>Make My Voice Heard</b></p> <p>Exploring the themes of graffiti art, sculpture, drawing and painting and the messages they carry</p> <p><b>Go to topic</b></p> <p><b>Making Skills</b></p> <p>Creating 3D forms in clay  Developing drawing and painting skills</p> <p><b>Formal Elements</b></p> <p>Developing understanding of line, tone and 3D form</p> <p><b>Generating Ideas</b></p> <p>Designing ideas for the fourth plinth in Trafalgar Square</p> <p><b>Knowledge of artists</b></p> <p>Learning about Kathe Kolwitz's portraits, Picasso's compositions, Wallinger's sculptures and Graffiti</p> <p><b>Evaluating</b></p> <p>Correcting and improving outcomes  <b>SMSC</b>  Understanding the role of art in wider society.</p>	<p><b>Photography</b></p> <p>Creating fun and inspirational art using photography, photomontage and drawing methods</p> <p><b>Go to topic</b></p> <p><b>Making Skills</b></p> <p>Developing skills in making art through digital processes  Creating works of art through cutting, tearing and ripping images</p> <p><b>Generating Ideas</b></p> <p>Expressing ideas about art through messages, graphics, text and images</p> <p><b>Knowledge of artists</b></p> <p>Learning about the work of Hannah Hoch, Jenny Holzer and Edvard Munch</p> <p><b>Evaluating</b></p> <p>Critically discussing their own and other's work, adapting and improving work as it progresses  <b>SMSC</b>  Making art with a wider message for society</p>	<p><b>Still Life</b>  <i>(Example theme: Memory Box)</i></p> <p>Using a range of drawing techniques to create personal interpretations of familiar objects and memories</p> <p><b>Go to topic</b></p> <p><b>Making Skills</b></p> <p>Developing techniques, including control and use of materials, including negative drawings</p> <p><b>Formal Elements</b></p> <p>Learning about line and tone through drawing</p> <p><b>Generating Ideas</b></p> <p>Producing personal interpretations of cherished objects</p> <p><b>Knowledge of artists</b></p> <p>Investigating the work of Cezanne, Fumke and Nicholson</p> <p><b>Evaluating</b></p> <p>Critically reviewing results and outcomes in light of evaluation  <b>SMSC</b>  Representing memories and experiences of their time at school</p>
<p>Cross curricular links</p>	<p>English  SMSC</p>	<p>SMSC</p>	<p>SMSC</p>	<p>SMSC</p>

