



Vision Statement – Art and Design

**At Leighswood School ...
We inspire creativity and
imagination in every child. Our
children express their thoughts,
feelings and experiences through
various artistic mediums and
knowledge of local and global
artists.**





Leighswood Curriculum Progression Map Art and Design Year 1

Expedition	National Curriculum	Substantive Concepts	Wonder	Investigate	Learn and Discover
<p>Aldridge, Leighswood and Me</p> <p>Final Piece 1. Mixed paint and paper collage A3</p>	<p>~ to use a range of materials creatively to design and make products ~ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ~learn about the work of a range of artists and making links to their own work</p>	<p>Creative Materials and Techniques</p> <p>Artist Research</p>	<p>Who am I?</p> <p><i>Exploring identity through self-portrait</i></p>	<ul style="list-style-type: none"> - Study the Focus artist Terry Tsu, the art form collage and the term self-portrait and what it means. - https://www.terrytsu.com/selfportrait-collage Terry Tsu portrait collection - Know and use a range of paper collage techniques including, rip, tear, cut, fold, layer, fixing the collage into place - Assemble the pieces and consider adding embellishments and 3D paper enhancements e.g. long/ flicked eyelashes, curled/ coiled hair. - Practise using a range of materials e.g. paint, paper collage and drawing and then combining all three elements. - Look at a variety of square patterns and understand what a chequered pattern is. - Create a paint base background and understand that artwork can be made layering. 	<ol style="list-style-type: none"> 1. What is a self-portrait and/or what features in a self-portrait? 2. Which art form have you used e.g. painting, sculpture drawing or collage? 3. Talk about the techniques you used to create the portrait? 4. Which artist inspired the style of your portrait?
<p>Iconic Conurbations</p> <p>Final Piece</p>	<p>~ to use drawing, painting and sculpture to develop and share their ideas,</p>	<p>Colour Line and Form</p> <p>Artist Research</p> <p>History and</p>	<p>Where can I get the best view of London?</p> <p><i>Use the</i></p>	<ul style="list-style-type: none"> - Study the work of the focus artists Stephen Wiltshire (contemporary artist and architectural illustrator) - https://www.stephenwiltshire.co.uk/stephen-wiltshire-city-panorama-drawings - Understand the role of an architect in designing buildings and making creative/ unusual material choices - Know and name the London Landmarks, different 	<ol style="list-style-type: none"> 1. Can you remember the key word used to describe this drawing/ piece of art? 2. Explain why



<p>1.A1 halved landscape) Panorama pencil on paper</p>	<p>experiences and imagination ~ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ~learn about the work of a range of artists,</p>	<p>Culture of Art</p>	<p><i>language or drawing and compete in a drawing marathon to create a detailed London city-scape</i></p>	<p>heights and key features of them to use and apply into the perspective/ note on the drawing</p> <ul style="list-style-type: none"> - Understand the term panorama, that is a 360 degrees view - Know that H stands for hard pencils; they make a light mark, with sharp, clear edges. They are good for fine detail. - Know that B stand for Black, they are soft pencils. They make a darker mark and give a fuzzier edge. They are good for showing contrast. https://www.bbc.co.uk/bitesize/articles/zdscwsg - Practise a variety of line techniques including thick and thin lines, crossed and curved lines use small and large circles, zigzags, dots and dashes and a mix of straight neat lines and rough messy lines. - Look at the Pudding Land Sculpture/ memorial 	<p>the landmarks are all different and name four Landmarks 3. Which artist inspired you to create this work?</p>
<p>Galactic Galaxies</p>					
<p>Zoom Into Zoology</p> <p>Final Piece 1. Clay/Paint Fish Sculpture 2. A5 Acrylic Pen Drawing on black cartridge paper</p>	<p>~ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ~ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ~ learn about</p>	<p>Creative Materials and Techniques</p> <p>Artist Research</p> <p>Colour Line and Form</p>	<p>Scales, gills and vertebrae... How do we make them in clay? <i>Use clay to design a detailed fish with vibrant colourful scales.</i> <i>Observe what happens after the fish are fired in the kiln.</i></p>	<p>-Study the work of artist Donna Sharam; focus on her use of colour and the fish collection -https://donnasharam.com/collections/all-available-artwork/fish-painting -Understand that clay is a natural material and look at a variety of artworks/sculpture in clay. -https://www.bbc.co.uk/teach/class-clips-video/articles/zd28qp3 -Use a range of hand-building techniques including straighten (roll out flat), kneading, smoothing, pinching, blending, scratching, scoring. -Experiment with adding clay to create a relief feature (adding more clay and joining to the main fish body applying the blending join). -Study Donna Sharam's use of vibrant colours, experiment with a colour key in addition to the final</p>	<p>1. Which material/medium did you use to create your fish relief? 2. How did you add detail and work with the clay? 3. Why did you select the colours to decorate and what effect do they have? 4. Who is the focus artist you</p>



	the work of a range of artists,			piece	have studied?
Enchanted	~ to use a range of materials creatively to	Creative	Comb the	- Look back at the history of art; how artists painted	1. What art form
Leighswood Curriculum Progression Map Art and Design Year 2					
Final Piece 1.Natural object Assemblage Sculpture	~ to use sculpture to develop and share their ideas, experiences and imagination ~ to develop a wide range of art and design techniques in using colour, pattern, texture, form and space ~ 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	Techniques Artist Research History and Culture of Art Colour Line and Form	create site-specific sculpture? <i>Find unusual natural objects and a look for a poignant place to position your work</i>	objects in contemporary Land Art. - Research Land Art movement focus on the work of Andy Goldsworthy. -What is the meaning of site-specific? -Define and review objects that are natural or manmade. -Play with different ways to create an assemblage or sculpture -Look at the impact colour can have on the artwork by studying specific works of Andy Goldsworthy.	materials to work with? 2. Describe your natural piece of artwork sculpture. 3. Why is it positioned outdoors and where did you position your work/ why?
Prehistoric Palaeontologists Final Piece 1.A4 Pastel on paper	~ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Creative Materials and Techniques Colour Line and Form	Can you play palaeontology eye-spy using pastels? <i>Zoom into a dinosaurs eye... then work methodically and be brave with colour</i>	-Experiment with different mark making techniques using all three types of pastels: hard, soft and pencil. -Introduce the colour wheel and look at complementary colour tones to select the colour for the details of the eye. -Focus on line drawing techniques horizontal, vertical and push/ pull lines to warm up to the final piece -Experiment with rulers/ straight line objects and free hand drawing	1.Describe how you create a dinosaur eye talk through the process. 2.Which colours did you choose and what effect do they have?



Expedition	National Curriculum	Substantive Concepts	Wonder	Investigate	Learn and Discover
<p>Seashore Surveyors</p> <p>Final Piece 1.3D Jewellery from mixed media</p>	<p>~ to use a range of materials creatively to design and make products ~ to use sculpture to develop and share their ideas, experiences and imagination ~ to develop a wide range of art and design techniques in using colour, pattern, texture, form and space</p>	<p>Creative Materials and Techniques</p> <p>History and Culture of Art</p> <p>Colour Line and Form</p>	<p>Can you make your own parure?</p> <p>Start as a jewellery designer and finish a catwalk model...</p>	<p>-Understand a combination of pieces in jewellery is a parure (set/ suite) a matching necklace, ring, broch, bracelet, earring. -Know and practice attachment techniques including knot, cut, fold, thread and glue and materials properties e.g. stretch in rubber bands. – Investigate materials to use e.g. cardboard, paper, string, wire. -Learn and understand the history/ story of Whitby Jet and what makes it unique to Whitby -Focus on the jewellery shops in Whitby during the research stage including their online websites for information. -Research/ expose children to local artists Val Gildroy and Jon Drake</p>	<p>1. How is Whitby Jet formed? 2. Can you name five different pieces of jewellery?</p>
<p>Beat Band Boogie</p> <p>Final Piece 1.3D paper/card and mixed media sculpture</p>	<p>~ to use a range of materials creatively to design and make products ~ to use sculpture to develop and share their ideas, experiences and imagination ~ to develop a wide range of art and design techniques in using colour, pattern, texture, form and space ~ 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</p>	<p>Creative Materials and Techniques</p> <p>Artist Research</p>	<p>Can you make an instrument that doesn't make a noise?</p>	<p>-Listen and be exposed to a variety of music and genres -Be able to name and know the key features of percussion instruments -Make a clear plan of how the instrument will be made -Understand the properties of materials they will need and the amount for the scale of the instrument -Research and focus on the artist Picasso, focus art piece Guitar 1912-1914 -The 'Pikasso' Guitar by jazz legend Pat Metheny.</p>	<p>1. Can you name two instruments that have strings? 2. What materials did you use to make your instrument and why?</p>
<p>Magnificent Monarchs</p>					



Wonder Investigate Learn Discover

<p>Boisterous Buccaneers</p> <p>Final Piece 1.A3 paint portrait with frame/boarder</p>	<p>~ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Colour Line and Form</p> <p>Creative Materials and Techniques</p>	<p>Would you prefer a wooden peg leg or hook for a hand?</p>	<ul style="list-style-type: none"> -Study the nautical colour palate, experimenting with colour combinations -Understand what a stripe pattern is then apply repeated nautical colours to create a background -Know multiple physical features of a pirate e.g. hook, parrot, patch, long hair, plait -Experiment and refine key physical facial features of a portrait e.g. nose, eyes, mouth -Spend time creating skin tones and talk through matching process using key vocabulary -understand that you add more red for warmer skin tones and more yellow to create cooler skin tones 	<ol style="list-style-type: none"> 1. What three key features have you used to transform yourself into a pirate for this portrait? 2. What is the title of your pirate portrait?
<p>Botanists</p> <p>Final Piece 1.A4 pastel on paper</p>	<p>~ to use a range of materials creatively to design and make products</p> <p>~ to use sculpture to develop and share their ideas, experiences and imagination</p> <p>~ to develop a wide range of art and design techniques in using colour, pattern, texture, form and space</p> <p>~ 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</p>	<p>Colour Line and Form</p> <p>Creative Materials and Techniques</p> <p>Artist Research</p> <p>History and Culture of Art</p>	<p>What do sunflowers symbolise?</p>	<ul style="list-style-type: none"> -Know and understand the basic flower anatomy -Focus artist Vincent Van Gogh -Know that Van Gogh made five versions of the painting (emphasise drafts/ reflect then improve) -Understand the meaning of 'Gratitude' -Experiment with colour like Van Gogh did with Sunflowers with extreme colour contrasts (not traditional) -Learn that this is a flower 'Still Life'. -Look at a range of floral artwork in different mediums 	<ol style="list-style-type: none"> 1. How many drafts/ versions of the Sunflower painting did Van Gogh? 2. What medium have you used and recall the style of artwork?
<p>Significant Shakers</p>					



Leighswood Curriculum Progression Map Art and Design Year 3					
Expedition	National Curriculum	Substantive Concepts	Wonder	Investigate	Learn and Discover
<p>Scrumdiddly umptious</p> <p>Final Piece</p> <p>1.Pastel Still Life A4 2.Pencil line drawing A3</p>	<p>Pupils should be taught to develop their techniques including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>-To create sketch books to record their observations and use them to review and revisit ideas</p> <p>-To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay)</p> <p>-About great artists, architects and designers in history.</p>	<p>Artist Research</p> <p>Colour Line and Form</p>	<p>What is the most famous can of soup?</p>	<p>-Research the focus artist Andy Warhol and create a fact file</p> <p>-Focus piece Campbell's Soup Cans 1962 and where this sits in Art History</p> <p>-Understand the Pop Art movement and other linked artists as well as consumerist culture including simple motifs and the power/ appeal of bright colours in advertising</p> <p>-Experiment with painting techniques and using bold colours in current advertisements</p> <p>-Addition also complete a range of still life of fruits/ vegetables in the style of Cezanne using pastels</p>	<p>1. Who is Andy Warhol and how did he influence the Art World?</p> <p>2. Can you name the piece that made Andy Warhol famous and the art movement?</p>
<p>Mighty Metallurgists</p> <p>Final Piece</p> <p>1.Metal Sculpture</p>	<p>Pupils should be taught to develop their techniques including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	<p>History and Culture of Art</p> <p>Creative Materials and Techniques</p>	<p>Can you bring The Tin Man to life?</p>	<p>-Study the local public art work The Tin Man 'Jigger' 2006 by John McKenna in Stainless Steel</p> <p>-Record and understand the process of casting/ smelting</p> <p>-Understand what a sculpture is and the different mediums it can be created with</p> <p>-Photograph the final piece for portfolio/ sketchbook</p>	<p>1. Can you explain the casting process?</p> <p>2. Which local public art piece inspired</p>



	<ul style="list-style-type: none"> -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, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay) -About great artists, architects and designers in history. 	Artist Research			your work?
Fossil Hunters					
Explosive Explorations Final Piece 1.Painting on A4	Pupils should be taught to develop their techniques including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. <ul style="list-style-type: none"> -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, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay) -About great artists, architects and designers in history. 	History and Culture of Art Artist Research Colour Line and Form	Is Vesuvius the worldwide logo of Naples?	<ul style="list-style-type: none"> -Recap Andy Warhol and study his 365 Vesuvius, Screen-print, 1985 -Look and study the series of 18 canvasses in the series 'Vesuvius' with different colour variations, depicting the phases of the eruption. -Look at the vibrant colour pallet needed on a volcano and in Pop Art featuring bold colours -Experiment with colour mixing bold stand out colours -Study volcanoes throughout the History of Art e.g. Paul Cezanne (refer back) JMW Turner. (Andy Warhol did this as a tribute to the history of Art) https://artsandculture.google.com/story/EwWx5LHYaVHdLA https://www.vesuviusnationalpark.it/en/art -Experiment with creating the volcano shape, form and structure in pencil before paint work -What is so majestic about Mount Vesuvius as an identifiable cultural symbol, unique identity it brings too Naples, symbolic significance. 	1.Can you explain your choice in colour pallet? 2. Can you name an artist that depicted Mount Vesuvius?
Tribal tales Final Piece 1.Small scale sand mix sculpture	Pupils should be taught to develop their techniques including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art,	History and Culture of Art Colour Line and Form	What is the world's most famous prehistoric monument?	<ul style="list-style-type: none"> -Study the significance of Stone Henge and key facts including they are man-made, they were shaped/ chiselled -Look closely at the vertical/ horizontal lines and lintels -Place the formation in time-line throughout history - Look closely at the formation and draw with pencil -Experiment with creating a watercolour sunset background 	1. Is Stone Henge man-made or natural? 2.What arrangement



<p>2. Watercolour and pencil sunset painting</p>	<p>craft and design. -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, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay) -About great artists, architects and designers in history.</p>	<p>Creative Materials and Techniques</p>		<p>for the pencil drawings and practise blending techniques -Children follow sand-dough recipe for small scale model -Once created photograph the models in the outdoors and play with scale</p>	<p>are the stones in?</p>
<p>Greece Lightning Final Piece 1. Clay Sculpture Pot</p>	<p>Pupils should be taught to develop their techniques including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. -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, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay) -About great artists, architects and designers in history.</p>	<p>History and Culture of Art Colour Line and Form Creative Materials and Techniques</p>	<p>How is the finest and most beautiful drawing in the world a Greek vessel?</p>	<p>-Discover the history and stature of the Greek Meidias hydria which is placed at the British Museum - Study the 'hydria' element that was used to fetch water -Look closely at the mythological imagery and practise the imagery in sketch books -Look at the two different methods pinching and coiling to create the clay pots -Practise hand clay techniques including building, smoothing, pinching, scraping off high points, diameter of coil, smooth coil seems with a rib, think about wall thickness (approx 2cm) -Consider a range of Greek Line work (Key/ meander patterns) including decorating techniques e.g. stippling, diagonal, vertical, horizontal line work.</p>	<p>1. What is considered the most beautiful Greek vessel? 2. What method did you use to create your Greek pot and explain the process? 3. Which Greek pattern work did you use to personalise your pot?</p>



Leighswood Curriculum Progression Map Art and Design Year 4					
Expedition	National Curriculum	Substantive Concepts	Wonder	Investigate	Learn and Discover
<p>Potions</p> <p>Final Piece 1.A4 Watercolour Illustration</p>	<p>Pupils should be taught to develop their techniques including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>-To create sketch books to record their observations and use them to review and revisit ideas</p> <p>-To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay)</p> <p>-About great artists, architects and designers in history.</p>	<p>Colour Line and Form</p> <p>Artist Research</p>	<p>Can you be an Author and an Illustrator?</p>	<p>-Focus artist Quentin Blake, research and discover his art and his specific aesthetic</p> <p>-Look specifically at the detail in the illustrations</p> <p>-Understanding of lots of the Roald Dahl characters</p> <p>-Study the process of how Quentin Blake draws, he plans first then his aesthetic is to make them look free and spur of the moment</p> <p>-Experiment with different background washes</p> <p>-Understand and practise creating tints and shades applying more or less water to deepen or soften the tone of colour</p> <p>-Experiment with bios, black fine tips, quills and ink as drawing instruments</p>	<p>1. Which artist inspired your artwork?</p> <p>2. Describe the mediums you have used in this piece.</p> <p>3. How did you select your favourite Roald Dahl character to feature in your watercolour?</p>
<p>Roman Britain</p>					
<p>Blue Abyss</p> <p>Final Piece 1.Large Scale collaborative installation collage</p>	<p>Pupils should be taught to develop their techniques including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>-To create sketch books to record their observations and use them to review and revisit ideas</p> <p>-To improve their mastery of art</p>	<p>Colour Line and Form</p> <p>Creative Materials and Techniques</p> <p>Artist Research</p>	<p>Can you draw with scissors?</p> <p>Work beyond the painting paper/easel and make monumental</p>	<p>-Study the life and work of Henri Matisse</p> <p>-Focus on his later life and scissor series 'The Cut Outs' and show the scale (interactive Tate collection/tour)</p> <p>-Study the simplicity of the materials on a white background creating wide-ranging colour and complexity</p> <p>-Focus The Parakeet and the Mermaid 1952, The Sheaf 1953, Violet leaf on Orange background focus on his 'colourful jungle of a mind in the series of collages.</p> <p>-Focus on form and also study the negative space in</p>	<p>1.Why did Henri Martisse begin to use scissors as his preferred tool/implement?</p> <p>2.Explain how you created the forms and describe their shape and form?</p>



	<p>and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay) -About great artists, architects and designers in history.</p>		<p>decorations</p>	<p>Matisse's work to form a balance play with positioning then repositioning forms -Experiment with colour mixing and painting gouache paper to cut and the process of 'cutting directly into colour' -Practise and learn the skill of a smooth continuous cut and apply the fluid form begin by using continuous line drawings first before scissor work</p>	
<p>Saxons and Vikings</p> <p>Final Piece 1.3D jewellery necklace featuring gold leaf</p>	<p>Pupils should be taught to develop their techniques including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. -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, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay) -About great artists, architects and designers in history.</p>	<p>Colour Line and Form</p> <p>Creative Materials and Techniques</p> <p>Artist Research</p> <p>History and Culture of Art</p>	<p>What giant gold jigsaw puzzle has 4000 pieces?</p>	<p>-Study the story and cultural significance of the Staffordshire hoard also named 'The Treasure of Mercia' of Anglo-Saxon gold and silver metal work discovered in Hammerwich near Lichfield -Learn about the warrior splendour of the hoard and the archaeologists, scientists, historians, curators and conservationists working to find out more about its provenance (natural thorns used for removal of soil) https://www.birminghammuseums.org.uk/resources/the-science-behind-the-staffordshire-hoard -Name a variety of Anglo –Saxon jewellery pieces e.g gold sword hilt, sword pommels, garnets, helmets -Study the decoration and uncover the intricate interlacing patterns often featuring animals including birds/serpents -Study the typical shape/form of Anglo-Saxon jewellery and sketch these traditional forms to create a bracteates (a pendant) -Create design work in pencil adding detail in gold -Introduce and work with gold leaf, demonstrate how it works and the fragility of it as a medium -Practise then use and apply the skill of embossing using small metal tiles -Apply the Anglo-Saxon technique filigree (twisted wire) and create a necklace chain using malleable gold wire</p>	<p>1. Describe the phenomenal story of 'The Treasure of Mercia'? 2. Can you name three different pieces of jewellery Anglo-Saxon warriors wore?</p>
<p>Misty Mountains</p>					



<p>Road Trip USA</p> <p>Final Piece 1. Typography painting A3</p>	<p>Pupils should be taught to develop their techniques including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> -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, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay) -About great artists, architects and designers in history. 	<p>Colour Line and Form</p> <p>Creative Materials and Techniques</p> <p>Artist Research</p>	<p>How does a word have no size?</p>	<ul style="list-style-type: none"> -Focus artist Ed Ruscha; also explore him as a sign writer/ typographer -Focus pieces Hollywood 1969, Large Trademark with Eight Spotlights 1962, Lion In Oil 2002, City 1969 (also study the series of prints titled 'Stains' from 1969) -Understand about scale and relate to Ed Ruscha's in terms of painting scales work then practise creating words in different scales -Know a variety of key cities in America and select one to use in piece e.g. Chicago, New York, Washington, Texas -Experiment with creating words in other mediums e.g. ketchup/honey -Understand scale, and reflection and world play. Sketch and play with multiple layout before deciding on the final proportions of the painting -Understand the background enhances and makes the typography stand out or adds to the aesthetic of the word 	<ol style="list-style-type: none"> 1. Who is the artist that inspired this piece of artwork? 2. What unusual materials other than paint did he also work with? 3. Explain the choice of scale and orientation in your painting
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Leighswood Curriculum Progression Map Art and Design Year 5

Expedition	National Curriculum	Substantive Concepts	Wonder	Investigate	Learn and Discover
Pestilence					
<p>Stargazers</p> <p>Final Piece: A3 Moon Collage (Mixed print on Paper)</p>	<p>Pupils should be taught to develop their techniques including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>-To create sketch books to record their observations and use them to review and revisit ideas</p> <p>-To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay)</p> <p>-About great artists, architects and designers in history.</p>	<p>Creative Materials and Techniques</p> <p>Artist Research</p> <p>History and Culture of Art</p>	<p>What makes the moon the cultural mirror of the world?</p>	<p>Artist Research</p> <p>-Study the art 'Museum of the moon' touring installation by Luke Jerram look closely at the colour pallet used https://my-moon.org/about/</p> <p>-Study the artwork The Moon Collage by Johanna Lee</p> <p>Skills and Technique</p> <p>-Know and understand the process of collage as print cut out and stuck on paper key skills cutting finely and with meticulous detail</p> <p>-Review creating a background and incorporate mixed shades of black</p> <p>-Understand the ratio of white within the collage balanced with other soft colour blends</p> <p>-Experiment with different paper shaping techniques including tear, rip, snip</p>	<p>-Why is the moon a significant symbol in art?</p> <p>-Which art form did you use to create your piece?</p> <p>-Who inspired your artwork, name a specific artist/ work or art?</p>
<p>Time Travellers</p> <p>Final Piece: A4 Painting inspired by Salvador Dali</p>	<p>Pupils should be taught to develop their techniques including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>-To create sketch books to record their observations and use</p>	<p>Colour Line and Form</p> <p>Creative Materials and Techniques</p> <p>Artist</p>	<p>Why was Salvador Dali so Unique?</p>	<p>Artist Research</p> <p>-Study the unique personality (moustache), life and works of Salvador Dali and his work focus exploring subconscious imagery (familiar objects displayed in unfamiliar ways) 'Dreamscape'</p> <p>-Understand the art movement of Surrealism as a style of art inspired by dreams and hidden thoughts</p> <p>-Focus art work The Persistence of memory 1931 https://www.britannica.com/biography/Salvador-Dali/images-videos</p> <p>-Interactive tour of The Dali Theatre Museum</p>	<p>-Describe one of Salvador Dali's unique features</p> <p>-What is Salvador Dali's most famous artwork?</p> <p>-What does Surrealism</p>



	<p>them to review and revisit ideas -To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay) -About great artists, architects and designers in history.</p>	<p>Research</p>		<p>https://my.matterport.com/show/?m=K5MKrKcfyRW -Understand the process of creating the background separately to the foreground features Skills and Techniques -Apply drawing and painting skills to lay out a plan/draft the painting -Practise and draft adding layers of paint detail by allowing time for paint to dry or use bleeding technique within the painting -Draft the layout and paying attention to small details -Mixing colours</p>	<p>mean? -Explain how you composed your painting and the meaning behind the objects used?</p>
<p>Egyptologist S Final Piece: Clay Canopic Jar</p>	<p>Pupils should be taught to develop their techniques including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. -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, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay) -About great artists, architects and designers in history.</p>	<p>Creative Materials and Techniques History and Culture of Art</p>	<p>What do Canopic jars symbolise?</p>	<p>Artist Research Study the British Museum Canopic Jar Collection https://www.britishmuseum.org/collection/object/Y_EA59198 -Canopic jars game British Museum https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt/label-canopic-jars#:~:text=Sometimes%2C%20the%20preserved%20organs%20were,and%20looked%20after%20the%20lungs. -Understand that the lids represent one of four gods. Skills and Techniques -Fine motor patterns and detail, using blue, white and black paints for hieroglyphic symbols and decoration -Draw a range of hieroglyphic then practise using clay tools to engrave -Review and practice hand building clay techniques- rolling clay coil, pushing out the form, bonding pinch, flat pinch and compression pinch, scraping, stone smoothing https://ancientpottery.how/hand-building-clay-techniques/</p>	<p>-Describe the significance of the lid on A Canopic jar? -What were the jars used for in Egyptian culture? -How did you construct the Canopic jar? -</p>
<p>Living off the Land Final Piece: Landscape Painting</p>	<p>Pupils should be taught to develop their techniques including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. -To create sketch books to record their observations and use them to review and revisit ideas</p>	<p>Creative Materials and Techniques Artist Research History and</p>	<p>Why were Constable and Turner rivals?</p>	<p>Artist Research -Research the rivalry between JMW Turner and Constable (now national treasures) -Study the landscapes of John Constable and the recurring subject of daily life along the Stour river valley in Suffolk. https://www.nga.gov/features/slideshows/constable-great-landscapes.html#slide_3 -Study the life and landscape works of JMW Turner https://www.wallacecollection.org/explore/explore-in-depth/turner/turners-watercolors/turners-watercolour-materials-and-techniques/#:~:text=Turner%20painted%20the%20figures%20with,given%20the%20overcast%20weather%20depicted. Skills and Techniques</p>	<p>-Describe the technique you used to set out your landscape -What is the focal point of the painting? -Which artist inspired your</p>



	<p>-To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay) -About great artists, architects and designers in history.</p>	<p>Culture of Art Colour Line and Form</p>		<p>-Open air-sketches of our surrounding landscapes (use the Leighswood forest area) -Use the rule of thirds, leading lines, and focal points to direct the viewer's eye and create a sense of harmony. -Mix colours, experiment with colour combinations to achieve the mood and atmosphere you want.</p>	<p>landscape?</p>
<p>Tremendous Tudors Off with her Head Final Piece: A3/A2 Pencil Portrait (drawing of King Henry VIII)</p>	<p>Pupils should be taught to develop their techniques including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. -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, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay) -About great artists, architects and designers in history.</p>	<p>Artist Research History and Culture of Art Colour Line and Form</p>	<p>What made King Henry VIII larger than life?</p>	<p>Artist Research -Study the portrait King Henry VIII by Hans Holbein the Younger- 'The Kings Painter' -Show children the large scale of the portrait (2578mmx1372mm) -The portrait became the standardised 'likeness' of the King -The painting of King Henry VIII was destroyed but a drawing still remains which to scale (pre-study/ cartoon to the painting) https://www.npg.org.uk/schools-hub/king-henry-viii-by-hans-holbein-the-younger#acc153761 https://willkempartschool.com/hobeins-portrait-drawings-the-encounter/ Skills and Techniques -Study the proportions of the human body -Draft the portrait analysing the aspects presented well and areas to improve -Know name and recall Tudor clothing and embellishments/ jewellery -Study the negative spaces and abstract shape that you can see within the portrait/ King Henry VIII -Experiment drawing with pencil, chalks and charcoal for the portrait (Holbeins preferred medium was black chalk) -Work on a coloured base/ background like Holbein e.g. pink toned</p>	<p>-Who painted the most iconic portrait of King Henry VIII and what made it memorable? -Who was known as 'The Kings Painter'? -What happened to the portrait of King Henry the VIII by Hans Holbein?</p>



Leighswood Curriculum Progression Map Art and Design Year 6					
Expedition	National Curriculum	Substantive Concepts	Wonder	Investigate	Learn and Discover
<p>Origin of the Species</p> <p>Final Piece: A4 watercolour and pencil scientific drawing of one plant of lots of miniature studies</p>	<p>Pupils should be taught to develop their techniques including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>-To create sketch books to record their observations and use them to review and revisit ideas</p> <p>-To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay)</p> <p>-About great artists, architects and designers in history.</p>	<p>Artist Research</p> <p>History and Culture of Art</p> <p>Colour Line and Form</p>	<p>Was Carl Linneaus an artist or a botanist?</p>	<p>Artist Research</p> <p>-Research the work and scientific diagrams of Carl Linneaus and Leonardo Da Vinci. https://www.istockphoto.com/vector/antique-botanical-illustration-depicting-the-physiology-of-plants-and-flowers-circa-qm1791818457-547800880</p> <p>-Study a variety of botanical artists work e.g. Helen Allen/ Martin Allen</p> <p>Skills and Techniques</p> <p>-Understand that Botanical Art is always scientifically and botanically correct but not necessarily complete and more emphasis is placed on the aesthetic value.</p> <p>-Know the botanical anatomy of different flora and fauna species to draw/paint flowers, stems, thorns, spines, prickles, roots and storage organs</p> <p>-Practise isolated drawing skills e.g. leaf shape/ leaf veins</p> <p>-Create colour charts for shades of botanical green</p> <p>-Hatching and stippling for tonal variation https://www.botanicalartandartists.com/tips-and-techniques.html</p>	<p>-Can you describe and define Botanical Art?</p> <p>-Can you name two famous Botanical artists?</p>
<p>Sailing the Seven Seas</p> <p>Final Piece: A3 painting</p>	<p>Pupils should be taught to develop their techniques including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>-To create sketch books to record their observations and use them to review and revisit ideas</p> <p>-To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay)</p> <p>-About great artists, architects and designers in history.</p>	<p>Artist Research</p> <p>Colour Line and Form</p> <p>Creative Materials and Techniques</p>	<p>How does Firelight flicker on the ceiling of the world?</p>	<p>Artist Research</p> <p>-Focus piece is Aurora Borealis by Frederic Edwin Church 1865</p> <p>-Look at a range of the artworks in The Public Domain Review to inspire artworks/ responses</p> <p>-Understand the how the lights create a display of pyrotechnics (scientists believe...) https://publicdomainreview.org/collection/aurora-borealis-in-art/ https://melaniewindridge.co.uk/aurora-stories/northern-lights-in-art-with-nicholas-jones.html</p> <p>Skills and Techniques</p> <p>-Understand the meaning and scientific principles of the</p>	<p>-What does Aurora Borealis stand for?</p> <p>-Can you explain why you think artists have used this as a subject to paint throughout</p>



				<p>Northern Lights</p> <ul style="list-style-type: none"> -Practise the skills of creating a graphite background and rubbing/ erasing the lights patterns (pencil work) -Experiment with colour blending techniques using lime green, gold and magenta hues/ full colour spectrum -Experiment with lines and movements on the page to create the sense of the light spectrums and flickering/ kinetic movements using paint 	<p>history?</p> <ul style="list-style-type: none"> -Can you describe techniques you have used to create the sense of movement?
Operation Jinmo					
<p>Operation Seelowe</p> <p>Final Piece: WW2 digital poster A4</p>	<p>Pupils should be taught to develop their techniques including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> -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, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay -About great artists, architects and designers in history. 	<p>History and Culture of Art</p> <p>Colour Line and Form</p>	<p>What was the most famous WW2 triptych?</p>	<p>Artist Research</p> <ul style="list-style-type: none"> -Artists competed to get their poster selected for production/ display -The Government held competitions for artists to submit designs increasing the number of designs available -The triptych was designed by the ministry of information and featured typography text only -Study a variety if WW2 poster designs https://viacreative.co.uk/blog/look-back-world-war-2-poster-design <p>Skills and Techniques</p> <ul style="list-style-type: none"> -Understand what is a triptych (show famous examples) -Create bold but simple images or slogans that are eye-catching and empowering to the viewer -Create a drawing and draft the poster design -*Research best app to use for poster design -Know how to use and operate word/ insert shapes and text box -Think about text and font readability from a distance, use colours and typography strategically, create a dominant focal point 	<ul style="list-style-type: none"> -What is a triptych can you give one famous example? -What are the three main features included in the poster design?
<p>Mexican Mysteries</p> <p>3D: Day of the dead mask mixed media and acrylic</p>	<p>Pupils should be taught to develop their techniques including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> -To create sketch books to record their observations and use them to review and revisit ideas -To improve their mastery of art 	<p>History and Culture of Art</p> <p>Colour Line and Form</p>	<p>How do Mexican's celebrate art and culture?</p>	<p>Artist Research</p> <ul style="list-style-type: none"> -Ffocus on researching how the Mexican culture uses art to celebrate their culture in many ways including Aztec Arts Murals Folk arts Day of the dead Graphics / imagery / design / pattern Dress up : photography - Two of the art movements Mexico is renowned for include Symbolism Surrealism 	<ul style="list-style-type: none"> -What is the Mexican name for the Day of the Dead Masks? -What do the masks



<p>pens</p>	<p>and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay) -About great artists, architects and designers in history.</p>	<p>Creative Materials and Techniques Artist Research</p>		<p>-Look at the work of a range of artists including Frida Khalo Diego Riviera Jose Clemente Leonora Carrington Gabriel Orozco Skills and Techniques -Practise forming a Day of the Dead Calacas mask shape and experiment with different designs. Shapes for features e.g. heart/flower nose -Work specifically on using small detailed repeated shapes around each facial feature to enhance and make them prominent initially working with black/white -Understand each colour's meaning and what it symbolises in Mexican history and culture- then begin to form a colour pallet/ colour key https://www.lovetoknow.com/life/grief-loss/6-customary-day-dead-colors-their-meanings</p>	<p>symbolise in Mexican culture? -Tell me about your colour choices... what is the meaning behind them in Mexican culture?</p>
<p>Healthy Heart A4 Pencil Drawing</p>	<p>Pupils should be taught to develop their techniques including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. -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, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay) -About great artists, architects and designers in history.</p>	<p>Colour Line and Form Artist Research</p>	<p>Is a heart art?</p>	<p>Artist Research -Look and think about hearts as motifs throughout art history to present day including the different mediums and materials too e.g. the first depiction in 1250 form the French manuscript Roman de la poire to Street artist Banksy and what does / can it symbolise? -Focus artist Fidel Rodriguez look at his body of work all using heart as stimuli https://www.artspace8.com/heart-paintings-esoteric-artwork-inspired-by-life/ Skills and techniques -Look at the maths equation/ formula to draw the perfect heart shape $(x^2 + (9/4)(y^2) + z^2 - 1)^3 - (x^2)(z^3) - (9/200)(y^2)(z^3)$ watch a video of how this is constructed using CAD design/ graphic tools -Know and recall the scientific features of the heart e.g. left/ right ventricle, aorta, pulmonary veins -Work on the form first (comparing the base to acorn shape), then begin to fill the two sections of the heart form the vein flowing structures that overlap (comparing to root like forms/ webbing and branching out at the ends) -Distinguish between the foreground features and background features before adding shading (shading can be added in black biro for additional definition)</p>	<p>How has the heart been presented in different artworks? Can you name three key features of the heart?</p>



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