

The Arts - Art

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Draw and paint self portraits; Pop artists – self portraits in style of Andy Warhol; explosions in style of Roy Lichtenstein;	Oil pastel and glitter Bonfire Night pictures; clay divas	Printing repeating patterns on ‘pants for aliens’; painting aliens; Papier-mache planets; group collage of Buzz	Drawing/painting dragon; painting animal of choice; choosing thick or thin brushes; clay dragons	Sketch books – observational drawings with diff. pencils Colour wheel IT paint program	Sketch books – observational drawings with diff. pencils Weaving with fabric, Make own printing block Patchwork quilt – printing on fabric Kadinsky work
Year 2	Sketching Can they use three different grades of pencil in their drawing (4B, 8B, HB)? Can they create different tones using light and dark?		Can they begin to demonstrate their ideas through photographs and in their sketch books? Can they set out their ideas, using annotation in their sketch books? Do they keep notes in their sketch books as to how they have changed their work?		Can they begin to demonstrate their ideas through photographs and in their sketch books? Can they set out their ideas, using annotation in their sketch books? Do they keep notes in their sketch books as to how they have changed their work?	
Year 3	As artists, we will create paintings and sketches with particular attention to colour and tone. We will be learning how to draw portraits linked to Victorian icons. We will be painting different modes of transport from the	Can they use their sketches to produce a final piece of work? • Can they write an explanation of their sketch in notes? • Can they use	Can they use a range of brushes to create different effects? ☑ Can they predict with accuracy the colours that	As artists, we will design and mould clay pots. We will also use our painting skills to create portraits of the Greek Gods. Can they begin to	As artists, we will create some cave art in the style of Early Britons. We will also plan a garden for an early Briton. • Can they use alternatives to	As artists, we will explore works of art by Mediterranean artists such as Matisse and Picasso. We will create images inspired by these artists and also by the

	<p>Victorian era.</p> <ul style="list-style-type: none"> • Can they use their sketches to produce a final piece of work? • Can they write an explanation of their sketch in notes? • Can they use different grades of pencil shade, to show different tones and texture? • Can they predict with accuracy the colours that they mix? • Can they use a range of brushes to create different effects? 	<p>different grades of pencil shade, to show different tones and texture?</p>	<p>they mix?</p> <ul style="list-style-type: none"> ☑ Can they explore work from other cultures? ☑ Are they beginning to understand the view points of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work? 	<p>sculpt clay and other mouldable materials?</p> <p>Can they use specific clay techniques to create a pot?</p>	<p>paintbrushes and paint to create cave art?</p> <p>Can they paint in the style of Ancient Britons?</p>	<p>Mediterranean landscape.</p> <ul style="list-style-type: none"> • Can they predict with accuracy the colours that they mix? • Can they create a background using a wash? • Can they use a range of brushes to create different effects? • Can they use their sketches to produce a final piece of work? • Can they collage materials to create texture? <p>Can they explore work from other cultures?</p>
Year 4	<p>Design Celtic Patterns Collage (Mosaics)</p> <ul style="list-style-type: none"> • Can use ceramics to produce a piece of art (mosaics) <p>Sketch Books (Personal Montage)</p> <ul style="list-style-type: none"> • Can produce a montage about themselves (A4 paper as challenge - to be transferred from display 	<p>Firework Pictures Moldable baubles (made from milk) Christmas Cards Homemade Wrapping Paper Textiles</p> <p>Can they begin to sculpt clay and other mouldable</p>	<p>Famous Artists Lowry Art Work (Street sketches of stick men) David Hockney (IPAD ART) Drawing</p> <p>Can they begin to show facial expressions</p>	<p>Portraits Painting to reflect moods of characters in the Secret Garden story. Drawing</p> <p>Can they begin to show facial expressions and body language in</p>	<p>Monet - Water scenes Sketch a river scene (mixed tones) Canal art To create River Safety posters Painting</p> <p>Can they create all the colours</p>	<p>Andy Goldsworthy Georgia O'Keefe</p> <p>Can they experiment with different styles which artists have used?</p>

	<p>into sketch books) <u>Knowledge / Collage</u> <u>(Celtic Patterns - use of string etc)</u> Can they explain art from other periods of history? Can they combine visual and tactile qualities?</p>	<p>materials? Can they identify and make simple objects? <u>Painting/Drawing</u> Can they explain why they have chosen specific materials to draw with? Can they create all of the colours they need? <u>Printing</u> Can they print using at least four colours Can they create an accurate print design? <u>Sketch Books</u> Do they keep notes about the purpose of their work in their sketch books?</p>	<p>and body language in their sketches? Can they organise line, tone, shape and colour to represent figures and forms in movement? Sketch Books Do they use their sketch books to adapt and improve their original ideas? Do they keep notes about the purpose of their work in their sketch books? Use of IT Can they create a piece of art work which includes the integration</p>	<p>their sketches? <u>Painting (week 3-6 character descriptions)</u> Can they create all the colours they need? Can they create mood in their paintings? •Do they successfully use shading to create mood and feeling?</p>	<p>they need? Can they create mood in their paintings? Do they successfully use shading to create mood and feeling? Drawing Can they show reflections?</p>	
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			<p>of digital images they have taken?</p> <p>Knowledge Can they experiment with different styles which artists have used?</p>			
Year 5	<p>Drawing Painting Knowledge of different artists Effective use of sketch books Design packaging and create effective advertising Create mood in paintings Photo weaving</p>	<p>Line, form, tone and texture Creating mood Improve skills relating to pencil and paint work – mood and expression Firework painting – visual elements</p>	<p>Making planets – experimenting with different mediums Sketch books used to support planning</p>	<p>Making broaches Weaving (linked to Anglo Saxon clothing) Designing and painting a shield Completing Anglo Saxon buckle design (pencil techniques close detail drawing)</p>	<p>Printing – linked to historical art</p>	<p>Nature studies Colour mixing Studying how light affects Research a famous artist</p>
Year 6	<p>Posters/costume Design masks Book covers portraits (criminals/villains) Sketching Drawing Develop a range of painting techniques Looking at the work of famous artists</p>	<p>As artists we will sketch and paint portraits of characters using information from the text. We will design and create a spy gadget. In D&T (science link) we will create a pressure pad intruder alarm and a parachute (science</p>	<p>Vikings Can they explain why they have chosen specific drawing techniques? To use a wide range of techniques in their work Can they use different kinds of circuit in their</p>	<p>Can they experiment with different styles which artists have used? Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?</p>	<p>Mayans – Worry Dolls Guatemalan inspired art c Calendars</p> <p>Props for production</p> <ul style="list-style-type: none"> • Can they use a wide range of techniques in their work? • Can they explain why they have chosen specific painting techniques? • Can they say what their work is influenced by? 	

		<p>link)</p> <p>Can they explain why they have chosen specific drawing techniques? To use a wide range of techniques in their work Can they use different kinds of circuit in their product? Can they think of ways in which adding a circuit would improve their product?</p>	<p>product?</p> <p>Can they think of ways in which adding a circuit would improve their product?</p>		
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The Arts - Music

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Singing songs, chants and rhymes Play untuned instruments – rhythm, pace, pitch Listen to and express opinion about pieces of music</p>					
Year 2	<p>Singing and performing Introduction to rhythm patterns Can they perform simple patterns and accompaniments keeping a steady pulse? Can they perform with others? Can they play simple rhythmic patterns on an instrument? Can they sing/clap a pulse increasing or decreasing in tempo?</p>		<p>Singing and performing Introduction to rhythm patterns Can they perform simple patterns and accompaniments keeping a steady pulse? Can they perform with others? Can they play simple rhythmic patterns on an instrument? Can they sing/clap a pulse increasing or decreasing in tempo?</p>		<p>Singing and performing Introduction to rhythm patterns Can they perform simple patterns and accompaniments keeping a steady pulse? Can they perform with others? Can they play simple rhythmic patterns on an instrument? Can they sing/clap a pulse increasing or decreasing in tempo?</p>	

Year 3	Rehearse and perform songs from Victorian Times Christmas performance – Scrooge <ul style="list-style-type: none"> • Do they sing in tune with expression? • Do they control their voice when singing? 					
Year 4	<p>Music</p> <p>Stringed instrument lessons</p> <p>Cultural and historical musical appreciation</p> <p>Appreciate and understand a wide range of high- quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>					
Year 5	<p>Music</p> <p>Stringed instrument lessons</p> <p>Cultural and historical musical appreciation</p> <p>Appreciate and understand a wide range of high- quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>					
Year 6	Elizabethan times music Film sound track Music to work to Elizabethan times music Music inspired by water Creating own music Music from Central America					