

	Autumn	Spring	Summer
Topic Heading	What makes me special?	What makes old and new things special?	Where would you like to go on holiday?
<p>Programme of Study</p> <p>Produce creative work, exploring their ideas and recording their experiences</p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p> <p>Know about great artists, craft makers and designers,</p>	<p>Focus artists: Pablo Picasso and Andy Warhole</p> <p>What gives us our identity? Portraits of faces (pencil drawing/ charcoal/painting/pastels)</p> <p>Children to experiment with using the pencil in different ways in their sketch book, look at the effects of applying different pressures and labelling outcomes such as soft/hard etc.</p> <p>Children will produce a self-portrait based upon observation.</p> <p>Use IT (Snapchat) to photograph faces and add emojis to extenuate features.</p> <p>Activities for children to experiment and apply knowledge of portrait and skills.</p>	<p>Focus artists: LS Lowry and Wassily Kandinsky</p> <p>What can we learn about old building in Manchester? Reference to Lowry paintings - Children to use Lowry paintings to identify the purpose of old buildings and the themes of his paintings.</p> <p>What shapes can we see in old and new building in Manchester? Kandinsky circles and abstract art - Children to identify and experiment with different shapes, observed in older buildings from previous artist.</p> <p>Children to experiment with painting by dabbing, smoothing, washing, sponging, stippling and stroking.</p> <p>Children to look at the work of Kandinsky, experimenting with layering using different materials.</p> <p>Children to experiment using different shapes and different colours to create their own work using paints – Link with creating</p>	<p>Focus artists: Andy Goldsworthy and Jill Townsley</p> <p>What can we do on holiday?</p> <p>Junk modelling sculptures: Linked to the work of Jill Townsley. Children to be shown a range of sculptures using everyday objects. Children to identify and create a word list of words to identify the qualities of her work.</p> <p>Children to experiment with joining everyday objects to create their own sculpture, either real or imaginary.</p> <p>Children to evaluate and describe properties of their sculpture.</p> <p>Prior to visit to Lytham St. Annes children to look at the work of Andy Goldsworthy using natural materials.</p> <p>Children to design their own 3D piece of artwork using 2D drawing in their sketch book, identifying natural materials for use.</p>

		<p>emotion boards.</p> <p>Activities for children to experiment and apply knowledge of landscapes using shapes.</p>	<p>On visit to Lytham St. Annes and around school, children to collect natural materials to create sand sculptures, combining pebbles, shells and sticks.</p> <p>Children to capture sculptures using a camera, photographs to be mounted for display.</p> <p>Activities for children to experiment and apply knowledge of sculptures using materials.</p>
Language	<p>Mouth Nose Ears Eyes Eyebrows Lips (Links with Science) Pencil/coloured pencils/pastels Photograph Snapchat Dots, dashes, scribbles, wavy lines, straight lines Faint, soft lines and strong lines Pressure Blend/smudge Portrait/landscape</p>	<p>Children to be introduced to the term social history. Landscape Factories Terrace houses Background/Foreground Link with PSHE – Emotional wellbeing: Children to discuss and name different colours and feelings aroused by those colours Mixing palettes: Identifying new colours that have originated from mixing primary colours. Dab, smooth, wash, sponge, stipple, stroke.</p>	<p>Naming of everyday objects such as spoon/elastic bands/cups/string Words linked to size: Large/small scale/3D/2D Naming of natural materials Naming of man-made materials</p>

<p>Skills/Concepts</p> <p>Used to identify success criteria</p>	<p>Children apply knowledge of facial features.</p> <p>Children develop their ideas using their ideas/imagination through drawing and painting</p> <p>Children use different marks: dots, dashes, scribbles, wavy lines, straight lines</p> <p>Children use coloured pencils to develop fine motor skills – colour within lines</p> <p>Children apply knowledge of pastel/charcoal, to make faint, soft lines and apply more pressure to make stronger lines.</p> <p>Children will use pastel/charcoal to blend and smudge.</p> <p>Children to collect and use resources and tidy away resources appropriately.</p> <p>Children to evaluate their own work and that of others in simple terms.</p>	<p>Children can hold a brush correctly and use different types and sizes of brush.</p> <p>Children can use a paint brush to: dab, smooth, wash, sponge, stipple, stroke.</p> <p>Children to experiment with mixing colours and describe how to make them.</p> <p>Children to evaluate their own work and that of others in simple terms.</p>	<p>Children can make a model using natural and man-made materials to show a simple idea or using his/her imagination</p> <p>Children can explain how they are making his/her sculpture.</p> <p>Children can sort and classify natural and man-made materials.</p> <p>Children to evaluate their own work and that of others in simple terms.</p>
<p>Trips/Visitors/Experience</p>	<p>Trips to Styal Mill – Links to history, art and geography.</p>	<p>Possible visit to the Lowry Art Gallery.</p>	<p>Visit to Lytham St. Annes</p>

Activity Passport Tasks	Discover what is in a pond (Use school pond)	13. Create a class collage	Create a piece of art for an exhibition
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