

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Topic Heading</b>	<b>What lives in the Rainforest?</b>	<b>Who were the Anglo Saxons?</b>	<b>Who were the Victorians?</b>
<p><b>Programme of Study</b></p> <p>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 [for example, pencil, charcoal, paint, clay]</p> <p>About great artists, architects and designers in history.</p>	<p><b>Focus artists:</b> Henri Julien Félix Rousseau</p> <p>Children to examine the work of Henri Julien Félix Rousseau and use as a stimulus for pastel work.</p> <p>Children to experiment with how pastels can be used in their sketch books using frameworks of rainforest animals.</p> <p>Children to experiment with using darker colours first, adding lighter colours to create depth and background scenes.</p> <p>Children to look at how to create layering, moving from lighter colours to lighter colours on top to create rainforest backgrounds/foregrounds.</p> <p>Children to experiment with how to blend, smudge and smooth, combining backgrounds and foregrounds.</p>	<p><b>Focus artists:</b> Bayeux Tapestry</p> <p>Children to examine the Bayeux Tapestry and use as a stimulus for their own art work, using paints.</p> <p>Children to experiment with using water colour paints in their sketch books using the Bayeux Tapestry as their framework.</p> <p>Children to experiment with using different amounts of water within their paint to explore drier paints versus wet paint.</p> <p>Children to explore light and dark.</p> <p>Children to explore splatter techniques for blood.</p> <p>Children to look at pulling in colour and layering colours.</p> <p>Children to experiment with bleeding colours into one another to create different tones.</p> <p>Children to explore painting using</p>	<p><b>Focus artists:</b> William Morris</p> <p>Children to examine the work of William Morris and use as a stimulus for their own art work, using paints.</p> <p>Children to explore the designs of William Morris and focus on colour, design and repetition.</p> <p>Children to create their own images using pencil techniques from previous terms learning.</p> <p>Children to apply their own design and explore screen printing techniques in terms of using fabric paints.</p> <p>Children to create their own printing block using their own design.</p> <p>Children to examine, in sketch books, different placement arrangements of designs for effects.</p>

	<p><b>Task:</b> Children to sketch using pencils in their sketch books, using techniques from previous years' work to create a rainforest scene, including background and foreground and appropriate details.</p>	<p>water colours on different types of paper to look at the effects of paper.</p> <p><b>Task:</b> Children to choose their favourite storybook and to retell using pictures and the aforementioned techniques to create their own storyboard.</p>	<p><b>Task:</b> Children to apply printing techniques to create their design on a garment. See link below for printing techniques: <a href="https://www.parents.com/fun/arts-crafts/kid/diy-silk-screen-printing/">https://www.parents.com/fun/arts-crafts/kid/diy-silk-screen-printing/</a></p>
<b>Language</b>	<p>Pastels Rainforest Sketch books Foreground/background Blending Layering Smudging Names of tonal colours Light/dark Detail</p>	<p>Bayeux Tapestry Drier paint Wet paint Concentrate (in relation to paint) Brush strokes Splatter techniques Pulling in Layering Light/dark Brush size Paint purpose Tonal colours Thickness Foreground Background</p>	<p>Translational Symmetrical Horizontal Vertical Diagonal Printing block Print Screen Ink Mask Set Placement Repetition Design/Designers</p>

<p><b>Skills/Concepts</b></p> <p><b>Used to identify success criteria</b></p>	<p>With pastel, children can vary the thickness of lines.</p> <p>With pastel, children can use the side to build up layers of colour.</p> <p>With pastel, children can work on a soft paper to create an image with a set coloured background.</p> <p>With pastel, children can work on top of a background to create detail.</p> <p>Children can discuss and describe well known artists" work and explain how their work is similar/different</p>	<p>Children can select the brush size and type depending on the task.</p> <p>Children can mix and match colours for purpose: skin tones, backgrounds.</p> <p>Children can mix different thicknesses of paint for different purposes e.g. Thin for a wash and increasing in thickness to show images at in the background and foreground.</p> <p>Children can choose a suitable surface to work on.</p> <p>Children can take responsibility for preparing, organising and clearing away his/her painting area.</p> <p>Children can create images in the style of an artist from history.</p>	<p>Children can select the brush size and type depending on the task.</p> <p>Children can mix and match colours for purpose: skin tones, backgrounds.</p> <p>Children can mix different thicknesses of paint for different purposes e.g. Thin for a wash and increasing in thickness to show images at in the background and foreground.</p> <p>Children can create images in the style of an artist from history.</p> <p>Children can discuss and describe well known artists" work and explain how their work is similar/different</p>
<p><b>Trips/Visitors/Experience</b></p> <p><b>Activity Passport Tasks</b></p>	<p>Visit to Chester Zoo: Inspiration for art work (animals in their habitats).</p> <p>Walk through as forest</p>	<p>Tatton Park visit</p> <p>Create a display for show and tell</p>	<p>Visit to Peoples History Museum: Explore the architecture and design of Manchester City Centre</p> <p>Design and create something you could wear</p>