

	Autumn	Spring	Summer
Topic Heading	Space	The Vikings	The Ancient Egyptians
<p>Programme of Study 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 [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history.</p>	<p>Focus artists: Pablo Picasso</p> <p>Children to explore the constellation drawings by Picasso.</p> <p>Children to explore how dots, curved lines and lines can be used to create the outlines of space images (i.e. children to explore using faint pencil lines to draw an outline of a specific space object such as a star, rockets, satellite etc).</p> <p>Children to use dots, curved lines and straight lines in combination with their faint lines to create the given shape.</p> <p>Children to use inks and pencils to draw shapes.</p> <p>Children to experiment with wax crayon within a section of their sketch book - colour washing with paints and exploring using different tools to scrape and create one image of a space related object.</p> <p>Task: Children to explore using dots, curved lines and straight lines</p>	<p>Focus artists: Paloma Picasso (Link style of craftsmanship to that of the Vikings and compare designs)</p> <p>Children to explore Viking jewelry such as amulets and compare and contrast similarities and differences to the jewelry by Picasso.</p> <p>Children to use faint lines to sketch outlines of jewelry.</p> <p>Children to explore adding hard lines to create outlines and to add detail using pastel smudging techniques to create different tonal effects and the effects of light and dark on jewelry.</p> <p>In the above, children to do fine scaled drawings of jewelry with work to be enlarged so as to experiment with the different colours and tones on the jewelry.</p> <p>Task: Children to design and draw their own piece of jewelry on a large scale, focusing on line, shape and color tones.</p>	<p>Focus artists: Man Ray</p> <p>Children to explore the work of Man Ray, focusing on how he defined facial features on his piece of work, Black and White (African mask). Link to Ancient Egyptian death masks.</p> <p>Children to use images of different Ancient Egyptian death masks to identify features, colourings, shape, line and texture.</p> <p>Children to explore the use of lines using two colours to create depth and tone.</p> <p>Children to experiment with shading, using different colours to create light and dark tones (blending and smudging), metallic and dull tones. Children to select mediums to be used.</p> <p>Children to look at shape to create different features such as eyes, nose and mouth using hard and soft lines.</p>

	<p>to replicate star constellations based on the work of Picasso.</p> <p>Task: Children to create their own sky at night wax resist piece based upon imaginative works.</p>		<p>Task: Children to draw, colour, shade and add detail to their own Ancient Egyptian death mask.</p> <p>Children to experiment with how to make clay and ModRoc malleable. Children to experiment with joining techniques such as pinching and crosshatching.</p> <p>Task: Children to transfer drawings to apply to sculpting using clay and ModRoc</p>
Language	<p>Sketch</p> <p>Pressure – Faint, light</p> <p>Curved lines/straight lines</p> <p>Horizontal/vertical</p> <p>Asymmetrical/symmetrical</p> <p>Outlines</p> <p>Shape</p> <p>Silhouettes</p> <p>Space nouns based upon children's creative work.</p> <p>Constellations</p> <p>Names of constellations</p>	<p>Line</p> <p>Shape</p> <p>Colour tone</p> <p>Texture</p> <p>Smudging</p> <p>Fine lines</p> <p>Hard lines</p> <p>Blending</p> <p>Artefacts</p> <p>Jewelry</p> <p>Compare/Contrast</p> <p>Similarities/differences</p>	<p>Line</p> <p>Shape</p> <p>Facial features</p> <p>Colour</p> <p>Tone</p> <p>Blending</p> <p>Smudging</p> <p>Layering</p> <p>Joining techniques –</p> <p>Pinching/Crosshatch</p> <p>Malleable</p> <p>Flexible</p>

Skills/Concepts Used to identify success criteria	<p>Children can use hard and soft lines to record detail in the distance, foreground & create shadow and avoid using an eraser.</p> <p>Children can prepare a drawing surface to create an wax crayon image. e.g. colouring in a solid area; applying a top layer of black paint mixed with washing-up liquid; drawing by scraping into the surface with a sharp tool.</p> <p>Children can use pens to record minute detail.</p> <p>Children can create layers of paint to add detail to background colours.</p> <p>Children can create different effects e.g. wet paint to create a watercolour; texture by adding PVA or sawdust; using brushes in different ways with thickened paint.</p> <p>Children can select the most effective medium for different pieces of work and explain his/her choices.</p> <p>Children can use observational skills to replicate images by well-known artists and explain how their work is similar/different.</p>	<p>With pastel, children can layer colours to create depth of colour and tone.</p> <p>With pastel, children can use the tip to create detail.</p> <p>Children can use blending and overlaying colours to create soft backgrounds, using fingers to smudge.</p> <p>Children can use pens to record minute detail.</p>	<p>Children can use a sketchbook to show how ideas have been improved.</p> <p>Children can use a sketchbook to produce labelled diagrams for his/her 3D work.</p> <p>Children can use pens to record minute detail.</p> <p>Children can choose a suitable format to work with: Portrait or Landscape.</p> <p>Children can add detail to a clay sculpture using clay tools or to a 3D sculpture using different materials</p> <p>Children can make a 3D sculpture using a range of joining methods e.g. gluing, stitching, weaving, tying.</p>

Trips/Visitors/Experience	Visit Jodrell Bank	Hrothgar visit - Observation of Viking artefacts	Manchester Museum – Ancient Egyptian exhibition
Activity Passport Tasks	Make and launch an air powered rocket Make papier mache planets	Design a piece of jewellery and do an entrepreneurial exercise.	Write in hieroglyphics