

	Autumn	Spring	Summer
Topic Heading	Who were the Ancient Greeks?	What was the impact of WW2?	What is the impact of natural disasters?
<p>Programme of Study</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 [for example, pencil, charcoal, paint, clay]</p> <p>About great artists, architects and designers in history.</p>	<p>Myron – Discus thrower Phidias – Athena Praxiteles – Sculptures of men and women</p> <p>Children to look at a range of historical evidence using photographs and artefacts, related to above.</p> <p>Children to draw using inks, making sketches of various imagined viewpoints and projections. Consider dimensions of shapes and ratios between lengths.</p> <p>Children to use artist manikins to show different types of movement e.g. running.</p> <p>Children to sketch different forms in different positions before moving on to selecting a form and position to use in sculpting.</p> <p>Children to explore properties of clay, identify which is the best type of clay to work with (dry.wet).</p> <p>Children to revise different clay</p>	<p>Focus artist: Evelyn Dunbar – The only women salaried British artist during WW2.</p> <p>Using aforementioned artworks, children to identify how techniques have been combined to create different landscapes and portraits.</p> <p>Using a combination of techniques involving paint and pencil, children to create backgrounds using water colour paints and then using coloured pencils/charcoal to add foreground figures.</p> <p>Children to experiment with pencil, using hard/soft lines.</p> <p>Children to experiment with layers of colour to create depth and tone.</p> <p>Children will explain and evaluate their own and others work, explaining his or her choices.</p> <p>Task: Children to create a landscape based upon the roles and tasks they know that the people undertook during WW2 applying</p>	<p>Focus artist: Katsushika Hokusai (The great wave) – Compare and contrast with modern artist, Stephanie Peters (Tornado/Tsunami)</p> <p>Children to experiment with creating different textures/effects - wet paint to create a watercolour; texture by adding PVA or sawdust; using brushes in different ways with thickened paint.</p> <p>Children to research and select their own artist showing a natural disaster.</p> <p>Children to experiment with layering paint to add detail to background colours combined with other media, such as pastel and chalk and application of applied techniques such as smudging.</p> <p>Task: Children to create their own image of a natural disaster using aforementioned techniques.</p>

	<p>techniques such as rolling, kneading, flattening to create different shapes.</p> <p>Using air dry clay that has been modelled/shaped, create different body forms and limbs.</p> <p>Children to experiment using the pinching method, crosshatching and using joins to attach limbs and body parts (extension from year 5 where sculpting involved flat clay, pinching and coils).</p> <p>Using natural materials, experiment with different joins and build clay around the natural sculpted frame.</p> <p>Children to experiment with using clay to create shields, helmets and poses: Linked to Greek Warfare visit.</p> <p>Task: Children to create a sculpture of a Greek warrior/Olympian.</p>	aforementioned techniques.	
Language	Clay Sketching Kneading Manikin Artefact Rolling Perspective	Landscape Portraits Combining media Backgrounds Foregrounds Layering Lines	Landscape Layering Perspective Textures Smudging Rubbing Blending

	Proportion Viewpoint Dimension Pinching Crosshatching Properties	Shape Hard/Soft Tones/Depth Compare Contrast	Dabbing Stippling Swirling Scratching
<p>Skills/Concepts</p> <p>Used to identify success criteria</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 use a sketchbook to show how ideas have been improved.</p> <p>Children can use different types of join.</p> <p>Children can manipulate clay by cutting, pinching, rolling and kneading.</p> <p>Children can make a clear plan for his/her working area and the equipment needed for a complete art project.</p>	<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 layer colours to create depth of colour and tone.</p> <p>Children can select the most effective medium for different pieces of work and explain his/her choices.</p> <p>Children to collect photographic images using ipads of different types of art when visiting Stockport Air Raid shelters.</p> <p>Homework tasks to be linked to children selecting their own artwork and applying techniques.</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 create layers of paint to add detail to background colours.</p>

Trips/Visitors/Experience	Greek Warfare visit	Visit to Stockport Air Raid Shelters	
Activity Passport Tasks	Make a sculpture Create a sculpture trail	Choose objects to put in a time capsule	Write and record/broadcast a radio play giving details of an imminent natural disaster.