

	Y1	Y2	Y3	Y4	Y5	Y6
DRAWING	<p>PENCIL, COLOURED PENCILS</p> <p>Focus on <b>self portraits</b></p> <ul style="list-style-type: none"> <li>– Explore different textures</li> <li>– Observe patterns</li> <li>– Observe anatomy (faces)</li> </ul> <p><b>Artist link:</b> Pablo Picasso</p>	<p>PENCIL, CHARCOAL</p> <p>Focus on <b>sketching to make quick records, drawing as a way to record experiences and feelings</b></p> <p><b>Artist link:</b> L. S. Lowry</p>	<p>OIL PASTELS</p> <p>Focus on <b>flowers</b></p> <ul style="list-style-type: none"> <li>- undertake close observation</li> <li>- use of colour for mood/effect (contrasting colours, complementary colours)</li> </ul> <p><b>Artist link:</b> Georgia O’Keeffe</p> <p>(Modernism)</p>	<p>COLOURED PENCILS, OIL PASTELS</p> <p>Focus on <b>still life</b></p> <ul style="list-style-type: none"> <li>- draw the effect of light;</li> <li>- scale, proportion and placement;</li> <li>- undertake close observation</li> </ul> <p><b>Artist link:</b> Audrey Flack</p> <p>(photorealism)</p>	<p>PENCIL, PEN &amp; INK</p> <p>Focus on <b>effective use of light on buildings</b></p> <ul style="list-style-type: none"> <li>– light from different directions;</li> <li>- produce increasingly accurate drawings of buildings;</li> <li>- perspective</li> </ul> <p><b>Artist link:</b> Daniel Libeskind (IWM North, Jewish Museum (Berlin))</p>	<p>PEN &amp; INK</p> <p>Focus on <b>stylised drawings of buildings</b></p> <ul style="list-style-type: none"> <li>- scale and proportion</li> <li>- perspective</li> </ul> <p><b>Artist link:</b> Frank Gehry</p>
COLOUR (PAINTING)	<p>PAINT</p> <p>Focus on <b>seasonal changes</b>, using autumn/winter/spring colour palettes</p> <ul style="list-style-type: none"> <li>- Name all the colours;</li> <li>- Mixing of colours;</li> <li>- Find collections of colour;</li> <li>- Using colour on a large scale (possibly collectively working on a large canvas)</li> </ul> <p><b>Artist link:</b> Jackson Pollock</p>	<p>PAINT</p> <ul style="list-style-type: none"> <li>- make colour wheels;</li> <li>- make as many tones of one colour as possible using white;</li> <li>- darken colours without using black;</li> <li>- applying colour with a range of tools</li> </ul> <p><b>Artist link:</b> Mark Rothko</p>	<p>PAINT</p> <p>Focus on <b>pointillism</b></p> <ul style="list-style-type: none"> <li>– colour matching;</li> <li>- introduce different types of brushes;</li> <li>- techniques: apply colour using dotting</li> </ul> <p><b>Artist link:</b> Georges Seurat (pointillism)</p>	<p>PAINT (watercolour)</p> <p>Focus on <b>colour changes to reflect the level of light</b></p> <ul style="list-style-type: none"> <li>– hue, tint, tone, shades</li> <li>- colour to express mood/feelings (<b>use of light/reflections</b>)</li> </ul> <p><b>Artist link:</b> Monet (Impressionism)</p>	<p>PAINT (oil/acrylic)</p> <p>Focus on <b>the use of texture and colour</b></p> <ul style="list-style-type: none"> <li>– colour contrasts;</li> <li>– tone – tint/shade;</li> <li>- choose suitable equipment for the task</li> </ul> <p><b>Artist link:</b> Vincent Van Gogh</p>	<p>PAINT (oil/acrylic)</p> <p>Focus on <b>using colour to reflect mood</b></p> <ul style="list-style-type: none"> <li>- hue, tone, tint, shade;</li> <li>- explore the use of texture in colour;</li> <li>- colour for purpose – the symbolism of colour</li> </ul> <p><b>Artist link:</b> Frida Kahlo</p>

<p>PRINTING</p>	<p>INK</p> <ul style="list-style-type: none"> <li>- Awareness and discussion of patterns;</li> <li>- Repeating patterns;</li> <li>- Symmetry</li> </ul> <p>Focus on <b>relief (block) printing</b></p> <p><b>Artist link:</b> Katharine Watson</p>	<p>INK</p> <ul style="list-style-type: none"> <li>- Identify different forms printing takes;</li> <li>- Print with a growing range of objects (investigate best printing materials for purpose)</li> </ul> <p>Focus on <b>relief (block) printing</b></p> <p><b>Useful design link:</b> Traditional Indian block printing designs</p>	<p>INK</p> <ul style="list-style-type: none"> <li>- recording textures and patterns;</li> <li>- colour mixing through overlapping colour prints</li> </ul> <p>Focus on <b>screen printing</b></p> <p><b>Artist link:</b> Andy Warhol</p>	<p>INK</p> <ul style="list-style-type: none"> <li>- recording textures and patterns;</li> <li>- interpret environmental and manmade patterns;</li> <li>- tessellation;</li> <li>- modify and adapt print</li> </ul> <p>Focus on <b>relief (block) printing</b></p> <p><b>Artist link:</b> William Morris</p>	<p>INK</p> <ul style="list-style-type: none"> <li>- combining prints and images</li> <li>- design prints</li> <li>- make connections</li> <li>- discuss and evaluate own work and that of others</li> </ul> <p>Focus on <b>screen printing (text)</b></p> <p><b>Useful art link:</b> Search for Government WW2 propaganda posters</p>	<p>INK</p> <ul style="list-style-type: none"> <li>- combining prints and images</li> <li>- design prints</li> <li>- Build up drawings and images of whole or parts of items using various techniques</li> <li>- Explore printing techniques used by various artists</li> </ul> <p>Focus on <b>combining media and screen printing techniques</b></p> <p><b>Artist link:</b> printing in the style of Julia Manning</p>
<p>FORM &amp; SCULPTURE</p>	<p><u>Technical knowledge:</u> explore how to make structures stronger, stiffer and more stable; explore and use mechanisms, such as levers and sliders</p> <p>** Design and make a product for a particular purpose using a range of joining techniques, including different adhesives and methods of construction</p>	<p>Focus on designing and making a sculpture with aesthetic appeal using a range of skills, including <b>carving, pinching and rolling, coils and slabs</b></p> <p><u>Material:</u> salt dough (baked for permanence)</p> <p><b>Sculptor link:</b> sculptures in the</p>	<p>Focus on designing and making a product for a <b>particular purpose</b> using a range of skills, considering shape, form and construction techniques (aesthetics)</p> <p><u>Material:</u> clay</p> <p><b>Sculptor link:</b> Andile Dyalvane</p>	<p><u>Technical Knowledge:</u> understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors</p> <ul style="list-style-type: none"> <li>- plan and develop ideas</li> <li>- Shape, form, model and join</li> <li>- observation or imagination</li> <li>- properties of media</li> </ul>	<p><u>Technical Knowledge:</u> understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages - linked to science work on Forces</p> <ul style="list-style-type: none"> <li>- plan and develop ideas</li> <li>- Shape, form, model and join</li> <li>- observation or imagination</li> </ul>	<p><u>Technical Knowledge:</u> Apply their understanding of computing to program, monitor and control their products</p> <ul style="list-style-type: none"> <li>- plan and develop ideas</li> <li>- shape, form, model and join</li> <li>- observation and imagination</li> <li>- discuss and evaluate own work and that of others</li> </ul> <p><u>Material:</u> Lego WeDo</p>

	Design a pop-up card, incorporating joining techniques; ways to strengthen materials; a lever or slider	<b>style of Barbara Hepworth</b>		<p>– Discuss and evaluate own work and that of others</p> <p><i>Material:</i> paper-cut design</p> <p><b>Link to current designs:</b> Search for papercut lampshades for designs on the market</p>	<p>– properties of media</p> <p>– Discuss and evaluate own work and that of others</p> <p><i>Material:</i> paper and card (cardboard automata to tell miniature stories with movement and narrative)</p> <p><b>Artistic designer link:</b> Peter Markey</p>	<p><b>Engineer link:</b> Yoky Matsuoka (CTO of Google Nest and cofounder of Google X)</p> <p>Abbie Hutty (lead structures engineer – Mars Rovers)</p>
TEXTURE (including WEAVING & TEXTILES)	<p>Design, make &amp; evaluate using fabrics and textiles</p> <p>Focus on <b>paper weaving and collage</b></p> <p><b>Artist link:</b> Sue Spooner</p>	<p>Design, make &amp; evaluate using fabrics and textiles</p> <p>Focus: <b>design and make a scarf or tie</b></p> <ul style="list-style-type: none"> <li>- Explore fabrics, pattern, purpose;</li> <li>- Simple applique work;</li> <li>- Start to explore simple stitches.</li> </ul> <p><b>Designer link:</b> Paul Smith</p>	<p>Design, make &amp; evaluate using fabrics and textiles</p> <p>Focus on: <b>design and make a bag or purse.</b></p> <ul style="list-style-type: none"> <li>- Use smaller eyed needles and finer threads;</li> <li>- tie dying technique, batik.</li> </ul> <p><b>Designer link:</b> Michael Kors</p>	<p>Design, make &amp; evaluate using fabrics and textiles</p> <p>Focus on using pattern and a variety of stitches to <b>create a class patchwork quilt</b> to reflect moods or feelings.</p> <ul style="list-style-type: none"> <li>- Use a wider variety of stitches;</li> <li>- observation and design of textural art;</li> <li>- compare different fabrics;</li> <li>- experiment with creating mood, feeling and movement through colour and texture.</li> </ul> <p><b>Art &amp; design link:</b> Faith Ringgold - quilts (applique)</p>	<p>Design, make &amp; evaluate using fabrics and textiles</p> <p>Focus on designing and making a <b>textile wall hanging</b> for a baby's or child's bedroom, using stories, rhymes or songs as stimulus.</p> <ul style="list-style-type: none"> <li>- research textile art</li> <li>- select and use appropriate materials;</li> <li>- embellish work</li> </ul> <p><b>Art &amp; design link:</b> Anne Kelly</p>	<p>Design, make &amp; evaluate using fabrics and textiles</p> <p>Focus on designing and making a personalised t-shirt.</p> <ul style="list-style-type: none"> <li>- Develop experience of embellishing;</li> <li>- Apply knowledge of different techniques to express feeling;</li> <li>- work collaboratively on a larger scale</li> </ul> <p><b>Link to T-Shirt embellishment designs:</b> <a href="http://sewguide.com/diy-t-shirt-decorating-designs/">http://sewguide.com/diy-t-shirt-decorating-designs/</a></p> <p>Also search: classic T-shirt designs</p>

<p>FOOD TECHNOLOGY</p>	<p>Focus on <b>Fruit Salad</b></p> <ul style="list-style-type: none"> <li>* Find out where fruits come from – which are ‘seasonal’ in Britain, why this term no longer means the same thing (propagation all year round);</li> <li>* Creating colour with food – ‘eating with our eyes’</li> <li>* Presentation – plate, dish or bowl; arrangement of fruit pieces, including size and shape</li> </ul>	<p>Focus on <b>Dips and Crudites</b></p> <ul style="list-style-type: none"> <li>* Find out where different vegetables come from – which are ‘seasonal’ in Britain, why this term no longer means the same thing (propagation all year round);</li> <li>* Tasting and creating a range of dips (salsa, cream cheese and chive, guacamole etc)</li> <li>* Creating colour with food – ‘eating with our eyes’</li> <li>* Presentation – plate, dish or bowl; arrangement of vegetable pieces, including size and shape</li> </ul>	<p>Focus on <b>Chinese dishes</b></p> <p>Linked with work on Shang dynasty, plan and create a selection of Chinese savoury food, learning about the source of ingredients and discussing meat-based as well as vegetarian options</p> <p>Suggestions:</p> <ul style="list-style-type: none"> <li>* Noodle or rice dishes</li> <li>* Stir fry</li> <li>* Crispy pancakes</li> <li>* Soups</li> </ul> <p><b>Chef link:</b> Andrew Wong (recognising link between food and culture)</p>	<p>Focus on <b>Greek dishes</b></p> <p>Linked with work on Ancient Greece, plan and create a selection of Greek savoury food, learning about the source of ingredients and discussing meat-based as well as vegetarian options</p> <p>Suggestions:</p> <ul style="list-style-type: none"> <li>* Greek salad</li> <li>* Dolmades (using stuffed vegetables)</li> <li>* Kebabs (skewer or wrap)</li> </ul> <p><b>Chef link:</b> Nikolaos Koulousias</p>	<p>Focus on <b>Middle Eastern dishes</b></p> <p>Linked with work on Baghdad, plan and create a selection of Middle Eastern savoury food, learning about the source of ingredients and discussing meat-based as well as vegetarian options</p> <p>Suggestions:</p> <ul style="list-style-type: none"> <li>* hummus</li> <li>* Dolmades (using stuffed vegetables)</li> <li>* Kebabs (skewer or wrap)</li> <li>* rice dishes</li> </ul> <p><b>Chef link:</b> Yotam Ottolenghi</p>	<p>Focus on <b>Mexican dishes</b></p> <p>Linked with Geography work on Mexico, plan and create a selection of Mexican savoury food, learning about the source of ingredients and discussing meat-based as well as vegetarian options</p> <p>Suggestions:</p> <ul style="list-style-type: none"> <li>* refried beans</li> <li>* salsa</li> <li>* guacamole</li> <li>* tacos</li> <li>* burritos</li> <li>* quesadillas</li> </ul> <p><b>Chef link:</b> Martha Ortiz</p>
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