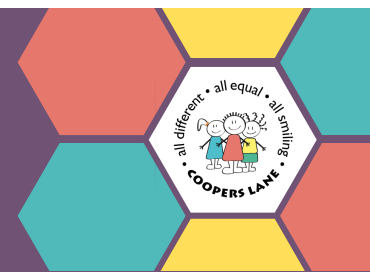


ART & DESIGN CURRICULUM - YEAR 1 OBJECTIVES TO BE TAUGHT

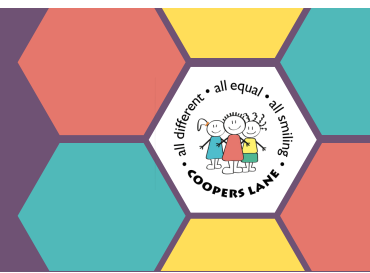
Coopers Lane Primary School's Official Curriculum - Planning Tool



	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
AUTUMN 1	<p><u>Portraits & Self Portraits</u></p> <p>Drawing; Painting; Development of ideas; Artists; Practice & discipline</p> <p>Key Artist: Van Gogh, Andy Warhol</p>	<ul style="list-style-type: none"> - to investigate portraits by a variety of artists; to discuss and explain the difference between a portrait and a self-portrait; to discuss and share opinions of portraits and self-portraits - to explore the use of objects to convey meaning in a project; how objects have been used to reveal more about a person's character; what they would share as their object or pose to convey their own personality; to create a digital portrait (using iPad) - to investigate a range of media and the marks they make; to experiment drawing lines of different shapes and thickness; to shade in different ways to show tone - to explore how colour can be used to convey moods and emotions; about different colours and the moods associated with them; to interpret moods through the colours used from famous paintings; to use different types of paintbrushes for different types of lines; to paint using blocks of colour to convey a mood - to record self portraits from observation; to make careful observations using a mirror 	Reception	<p>Plan Bee - Year 1 - Self Portrait - Medium Term Planning Example - Planning</p> <p>(Google Drive, Curriculum 2020, Art & Design, Year 1)</p>
AUTUMN 2				
SPRING 1				
SPRING 2				
SUMMER 1	<p><u>Colour Creations</u></p> <p>Painting; Development of ideas; Artists; Practice & discipline</p> <p>Key Artist: Piet Mondrian, Wassily Kandinski</p>	<ul style="list-style-type: none"> - to identify colours and the objects associated with them; to explore and find different colours, expressing their favourites - and identify primary colours; to explore works of art by artists that use primary colours such as Piet Mondrian, and create their own versions of this style of art - to mix primary colours to create secondary colours; to explore mixing and making new colours; to identify secondary colours; about colour wheels and how to create different shades of one secondary colour - to create light and dark shades of colour; to use these to create their own artwork using just one colour with different shade variations - to produce art based on the work of Kandinsky; to explore Kandinsky's different pieces of art; to create their own interpretation influenced by Kandinsky's style 	Reception	<p>Plan Bee - Year 1 - Colour Creations - Medium Term Planning Example - Planning</p> <p>(Google Drive, Curriculum 2020, PE, Year 1)</p>

ART & DESIGN CURRICULUM - YEAR 1 OBJECTIVES TO BE TAUGHT (CONTINUED)

Coopers Lane Primary School's Official Curriculum - Planning Tool



	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
SUMMER 2	<p><u>Waterlillies - Painting</u></p> <p>Painting; Development of ideas; Artists; Practice & discipline</p> <p>Key Artist: Monet</p>	<ul style="list-style-type: none">- to explore Monet's Waterlillies painting; to say what they can see in a piece of art; to express their likes and dislikes, with reasons, about a piece of art- to use specific paintbrushes, thick and thin, for a purpose; to mix a range of materials to create a version of Waterlillies (crayon, watercolours, etc.)- to design a picture of London with water (Thames or Royal Park possibly) and use their learnt skills in the style of Monet	<p>Reception</p> <p>Year 1 - Summer 1 Colour Creations</p>	<p>(Google Drive, Curriculum 2020, Art, Year 1)</p>

PLEASE REFER TO THE '*KS1 CONTINUOUS PROVISION PLANNING GUIDE*', RESOURCE ENHANCEMENTS SECTION, TO HELP SUPPORT THE TEACHING OF THE ABOVE OBJECTIVES IN THE CLASSROOM CONTINUOUS PROVISION.

ART & DESIGN CURRICULUM - YEAR 2 OBJECTIVES TO BE TAUGHT

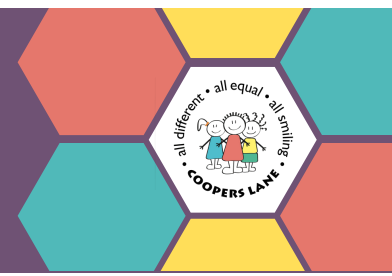
Coopers Lane Primary School's Official Curriculum - Planning Tool



	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
AUTUMN 1	<p>Portraits</p> <p>Drawing; Painting; Development of ideas; Artists; Practice & discipline</p> <p>Key Artist: Paul Klee and Pop Art</p>	<ul style="list-style-type: none"> - to investigate portraits by a variety of artists; to discuss and explain the difference between a portrait and a self-portrait; to discuss and share opinions of portraits and self-portraits - to investigate drawing different lines and be able to draw lines and marks that look like them; exploring shading in different ways to show tone - to be able to say what they can see in a portrait and say what they like in the painting; explain what effect each technique has - to be able to use chalk pastels softly; investigate mixing and layering soft colours - to investigate a range of media and the marks they make; to experiment drawing lines of different shapes and thickness; - to record self portraits from observation; to make careful observations using a mirror; to be able to use shapes to create a portrait; to paint using blocks of colour to convey a mood. - to create a self portrait in the style of Paul Klee. - 	Year 1 - Autumn 1, Portraits	<p>Year 2 - Self Portrait - Medium Term Planning Example - Planning</p> <p>(Google Drive, Curriculum 2020, Art & Design, Year 2)</p>
AUTUMN 2	<p>Mixed Media Fish Pictures</p> <p>Painting; Development of ideas; Artists; Practice & discipline</p> <p>Key Artist: Piet Mondrian, Wassily Kandinski</p>	<ul style="list-style-type: none"> - to explore the work of Claude Monet and Raoul Dufy looking at their use of colour and texture; discuss the similarities and differences - to investigate colour mixing, using primary colours to make secondary colours; explore shades and tones; make tints and tones by adding white and black. - to use rollers to create an under the sea background, looking at adding texture through sand; to be able to blend white and blue. - to be able to cut out fabric using scissors; to be able to stick fabric using glue. - to try out different materials and techniques; use different types of materials on a collage and explain their choices. - to be able to cut, rip, crumple, layer and stick tissue paper. 		<p>Year 2 - Mixed Media fish pictures - Medium Term Planning Example - Planning</p> <p>(Google Drive, Curriculum 2020, Art & Design, Year 2)</p>
SPRING 1	<p>African Animal Prints</p> <p>Sketching; Development of ideas; Practice & discipline</p> <p>Key Artist:</p>	<ul style="list-style-type: none"> - to use three different grades of pencil in their drawing for shading and effect. - to investigate the shapes and patterns of animals; use shapes to sketch the outline of an animal. - to use pastels to create animal patterns focusing specifically on how to show textures; to evaluate their own work and the work of others. - to investigate how perspective changes the outline shapes of animals; how to use different shapes within an animal to make their artwork three dimensional; look at the use of layering in sculpture. - to explore different textures through bark rubbings; to identify the patterns created and then apply that pattern to their own artwork to create texture. - to evaluate artists work and say what they like and dislike about them; to take this ideas and apply them to their own work. 	Year 1, Autumn 2, African Art and Kente cloth	<p>Year 2 -African Animal Prints - Medium Term Planning Example - Planning</p> <p>(Google Drive, Curriculum 2020, Art & Design, Year 2)</p> <p>(Google Drive, Year 2 Shared, 2019-20, Topic, Spring 1)</p>

ART & DESIGN CURRICULUM - YEAR 2 OBJECTIVES TO BE TAUGHT (CONTINUED)

Coopers Lane Primary School's Official Curriculum - Planning Tool



	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
SPRING 2	<p><u>3D African Animals</u></p> <p>Sculpture; Development of ideas; Practice & discipline</p> <p>Key Artist:</p>	<ul style="list-style-type: none"> - to use various materials to design and create an animal; to work collaboratively with others; to share and evaluate ideas. - to create shape, colour and texture using different materials. - to create a prototype sculpture using paper ; to practice the techniques needed for using mixed materials. - to discuss the challenging parts of creating the paper model.; to create a class list of solutions and tips. - use a range of materials creatively to design and make a 3d sculpture; to create outlines of all the pieces needed. - to mix paint to create tints and shades; to design the animal skin pattern (giraffes etc); to create printing tools with the required pattern. - to print onto a range of materials, creating texture and pattern. - to construct a 3d sculpture creating strong joins. 	Year 1, Spring 2, 3d Castles	<p>Year 2 - Self Portrait - Medium Term Planning Example - Planning</p> <p>(Google Drive, Curriculum 2020, Art & Design, Year 2)</p>
SUMMER 1	<p><u>Van Gogh- Painting</u></p> <p>Painting; Development of ideas; Artists; Practice & discipline</p> <p>Key Artist: Van Gogh</p>	<ul style="list-style-type: none"> - to identify techniques that Van Gogh used in his paintings; to use acrylic or oil paints effectively; to use line and colour in their paintings to create depth. - to use lines to create depth and texture; to use different techniques in their work. - to use colours and lines to create shade and tint. - to revisit and develop ideas; to take time to reflect on their work; to develop their techniques through practice; to use paints to make shades and textures for effect. - to use lines to create movement. - to use a variety of different lines in their sketches; to experiment with the different marks they can make with a pencil; to reflect on the different techniques they use and make suggestions for improvement. - to develop sketching techniques; to have pencil control when sketching; to use a variety of techniques when sketching; to evaluate their own work and make appropriate changes. - to use lines and colour to create portraits in the style of Van Gogh. 	Year 1 - Summer 2, Waterlillies paintings	<p>Ian Bee - Year 2 - Van Gogh - Medium Term Planning Example - Planning</p> <p>(Google Drive, Curriculum 2020, Art, Year 2)</p>
SUMMER 2				

ART & DESIGN CURRICULUM - YEAR 3 OBJECTIVES TO BE TAUGHT

Coopers Lane Primary School's Official Curriculum - Planning Tool



	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
AUTUMN 1	<p><u>Portraits and Self Portraits</u></p> <p>Drawing; Painting; Development of ideas; Artists; Practice & discipline</p> <p>Key Artist: Picasso</p>	<ul style="list-style-type: none"> - to investigate portraits by a variety of artists; to discuss and explain the difference between a portrait and a self-portrait; to discuss and share opinions of portraits and self-portraits - to investigate drawing different lines and be able to draw lines and marks that look like them; exploring shading in different ways to show tone - to be able to say what they can see in a portrait and say what they like in the painting; explain what effect each technique has. - to explore how colour can be used to convey moods and emotions; about different colours and the moods associated with them; to interpret moods through the colours used from famous paintings; to use shapes to draw a cubist style portrait. - how to measure their face to get the proportion correct when drawing a self portrait; to use different grades of pencil to create different tones and textures. - to record self portraits from observation; to make careful observations using a mirror 	Year 1 & 2 - Autumn 1 ; Portraits	<p>Art Planning - Year 3- Self Portrait - Medium Term Planning Example - Planning</p> <p>(Google Drive, Curriculum 2020, Art & Design, Year 3)</p>
AUTUMN 2	<p><u>Cave Art</u></p> <p>Painting; Development of ideas; Artists; Practice & discipline</p> <p>Key Artist:</p>	<ul style="list-style-type: none"> - to discuss artwork from the stone age period; what do they think the artist is trying to say; how they think the artist has created the piece of art? - to explore work from other periods of time; to overlap materials to create texture and depth; write an explanation of their sketch in notes. - to explore why Stone Age people used handprints in their art; to cut out their handprint accurately; to use the chalks with skill. - to explore work from other cultures and other periods of time; to cut very accurately; to overlap materials and add onto their work to create texture and shape. - to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work. 	Year 2 - Autumn 2; Mixed media pictures	<p>Art Planning- Year 3 - Cave Art - Medium Term Planning Example - Planning</p> <p>(Google Drive, Curriculum 2020, Art & Design, Year 3)</p>
SPRING 1	<p><u>Greek Moving Figurine Sketches</u></p> <p>Painting; Development of ideas; Artists; Practice & discipline</p> <p>Key Artist: Piet Mondrian, Wassily Kandinski</p>	<ul style="list-style-type: none"> - to explore different sources of Grecian art including sculpture and pottery; to be able to discuss and evaluate it. - to make a figure using plasticine; to be able to roll, squash, squeeze and mould plasticine; to represent all the parts of the body accurately. - to look at the artists mannequin to see how the body is formed; to look at proportion and be able to draw accurately; to use line and tone for effect. - to organise line, tone, shape and colour to represent figures and forms in movement; to identify and draw simple objects, and use marks and lines to produce texture; to use different grades of pencil shade, to show different tones and texture. - to evaluate their work, identifying what they have done well and what they could improve upon. 		<p>Art Planning - Year 3 - Greek Figurines - Medium Term Planning Example - Planning</p> <p>(Google Drive, Curriculum 2020, Art & Design, Year 3)</p>

ART & DESIGN CURRICULUM - YEAR 3 OBJECTIVES TO BE TAUGHT (CONTINUED)

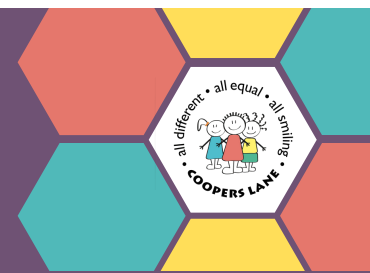
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	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
SPRING 2	<p><u>Clay Greek Vases</u> Painting; Development of ideas; Artists; Practice & discipline</p> <p>Key Artist:</p>	<ul style="list-style-type: none"> - to explore historical vase designs; to talk about where a vase is from; to say what they think a vase is used for; to create a tonal drawing with detail ; to add details to a drawing. - to experiment with different styles that artists have used. - to create a design for their own vase and evaluate it; to be able to say what they like in other people's designs; to say what they would like to include in their designs; say how they might create my design using the ideas of others. - to To develop control of tools and techniques, practice different techniques and make modifications to their design. - to use tools safely and use learnt techniques. - to use finishing techniques, showing an awareness of audience; to combine visual and tactile qualities; to create a range of colours that they need. - to evaluate their product, thinking of both appearance and the way it works. - to take time to consider how they could have made their idea better. 		<p>Art Planning - Year 3 - Greek Vases - Medium Term Planning Example - Planning</p> <p>(Google Drive, Curriculum 2020, Art & Design, Year 3)</p>
SUMMER 1	<p><u>Indian Art</u> Painting; Development of ideas; Artists; Practice & discipline</p> <p>Key Artist: <i>Madhubani</i></p>	<ul style="list-style-type: none"> - to explore the history and styles of Indian painting; focus on miniatures and murals. - to explore and create Mednhi patterns; to say what Mehndi patterns are; to say what symmetrical means. - to explore the Indian block-printing technique; to create their own printing block design; to create a block stamp; to create a repeating pattern on paper and fabric; to use more than one colour in their print. - to use a range of materials to create printed fabric; to create repeating patterns; to use colours and patterns to represent the Indian culture. - to explore and create Rangoli patterns; to understand their origins and importance in the Indian culture; to create a Rangoli pattern. - to evaluate their work and to make alterations to make improve it. 	<p>Year 2 - Spring 1; African animal prints</p>	<p>Art Planning - Year 3 - Indian Art - Medium Term Planning Example - Planning</p> <p>(Google Drive, Curriculum 2020, Art & Design, Year 3)</p>
SUMMER 2				

ART & DESIGN CURRICULUM - YEAR 4 OBJECTIVES TO BE TAUGHT

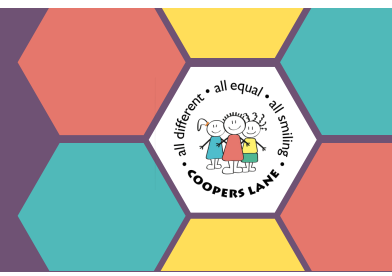
Coopers Lane Primary School's Official Curriculum - Planning Tool



	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
AUTUMN 1	<p><u>Portraits and Self-Portraits</u></p> <p>Drawing; Painting; Development of ideas; Artists; Practice & discipline</p> <p>Key Artist: Matisse</p>	<ul style="list-style-type: none"> - to investigate portraits by a variety of artists; to discuss and explain the difference between a portrait and a self-portrait; to discuss and share opinions of portraits and self-portraits - to begin to show facial expressions and body language in their sketches - to organise line, tone, shape and colour to represent figures and forms in movement - to investigate a range of media and the marks they make; to experiment drawing lines of different shapes and thickness; to shade in different ways to show tone - to explore how colour can be used to convey moods and emotions; about different colours and the moods associated with them; to interpret moods through the colours used from famous paintings; to use different types of paintbrushes for different types of lines; to paint using blocks of colour to convey a mood - to record self portraits from observation; to make careful observations using a mirror 	Years 1- 3 - Autumn 1, portraits	<p>Art Planning - Year 4 - Self Portrait - Medium Term Planning Example - Planning</p> <p>(Google Drive, Curriculum 2020, Art & Design, Year 4)</p>
AUTUMN 2	<p><u>Pointillism</u></p> <p>Painting; Development of ideas; Artists; Practice & discipline</p> <p>Key Artist: Georges Seurat</p>	<ul style="list-style-type: none"> - to find out who Georges Seurat was and explore his style of art - to explore how to create art in the style of pointillism - to explore how Seurat used colours in his artwork - to explore Seurat's paintings and how he created effects and shading - to explore the work of other Pointillist artists - to be able to create a piece of pointillism artwork - to know where each of the colours sit on the colour wheel - to predict with accuracy the colours they will mix - to create different effects - to compare the work of different artists - to explore work from other periods of time 	Year 2 - Summer 1, Paintings	<p>Plan Bee- Year 4 - Seurat and Pointillism - Medium Term Planning Example - Planning</p> <p>(Google Drive, Curriculum 2020, Art & Design, Year 4)</p>
SPRING 1				
SPRING 2				

ART & DESIGN CURRICULUM - YEAR 4 OBJECTIVES TO BE TAUGHT (CONTINUED)

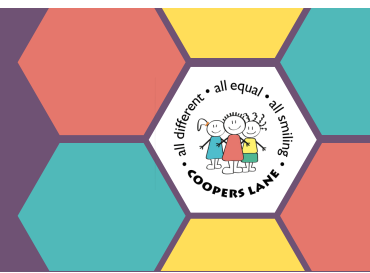
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	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
SUMMER	<p><u>Cityscapes</u></p> <p>Painting; Development of ideas; Artists; Practice & discipline</p>	<ul style="list-style-type: none">- to be able to use Pop art techniques and layering to create a 3D cityscape- to understand how to use a palette knife and paint to create textured cityscapes- to be able to replicate cityscape photos using different mediums- to explore how to create reflections of cityscapes on water- to understand how to add detail into cityscape in drawings- to be able to create a cityscape using any media of choice- to print using at least four colours- to create an accurate print design- to print onto different materials- to identify and draw simple objects, and use marks and lines to produce texture- to create mood in their paintings- to successfully use shading to create mood and feeling	<p>Year 2 - Summer 1, Paintings</p> <p>Year 4 - Autumn 2, Pointilism</p>	<p>Plan Bee - Year 4 - Cityscapes - Medium Term Planning Example - Planning</p> <p>(Google Drive, Curriculum 2020, Art & Design, Year 4)</p>

ART & DESIGN CURRICULUM - YEAR 5 OBJECTIVES TO BE TAUGHT

Coopers Lane Primary School's Official Curriculum - Planning Tool



	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
AUTUMN 1	<p><u>Portraits & Self-Portraits</u></p> <p>Drawing; Painting; Development of ideas; Artists; Practice & discipline</p> <p>Key Artist: <i>Frida Kahlo</i></p>	<ul style="list-style-type: none"> - to learn about Frida Kahlo and analyse some of her work - to study the self portraits of Frida Kahlo - to explore how Kahlo drew on her cultural background for her artwork - to understand what surrealism is in artwork - to explore how Kahlo painted moments in her life and expressed emotion through her work - to successfully use shading to create mood and feeling - to organise line, tone, shape and colour to represent figures and forms in movement - to express their emotions accurately through their painting and sketches 	Year 1 - 4 - Autumn 1; portraits	<p>Plan Bee - Year 5 - Frida Kahlo - Medium Term Planning Example - Planning</p> <p>(Google Drive, Curriculum 2020, Art & Design, Year 5)</p>
AUTUMN 2	<p><u>Egyptian Clay Tiles</u></p> <p>Clay work; Development of ideas; Artists; Practice & discipline</p>	<ul style="list-style-type: none"> - to identify colours and the objects associated with them; to explore and find different colours, expressing their favourites - and identify primary colours; to explore works of art by artists that use primary colours such as Piet Mondrian, and create their own versions of this style of art - to mix primary colours to create secondary colours; to explore mixing and making new colours; to identify secondary colours; about colour wheels and how to create different shades of one secondary colour - to create light and dark shades of colour; to use these to create their own artwork using just one colour with different shade variations - to produce art based on the work of Kandinsky; to explore Kandinsky's different pieces of art; to create their own interpretation influenced by Kandinsky's style 	Year 3 - Spring 2; Clay Greek vases	<p>Art Planning- Year 5 - Clay Tiles - Medium Term Planning Example - Planning</p> <p>(Google Drive, Curriculum 2020, Art & Design, Year 5)</p>
SPRING 1				

ART & DESIGN CURRICULUM - YEAR 5 OBJECTIVES TO BE TAUGHT (CONTINUED)

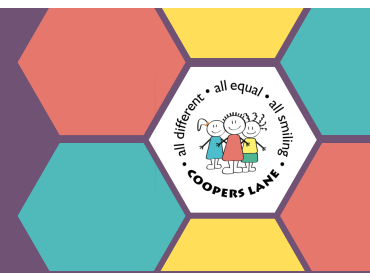
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	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
SPRING 2	<p><u>Talking Textiles</u></p> <p>Textiles; Development of ideas; Artists; Practice & discipline</p>	<ul style="list-style-type: none"> - to explore ways in which stories can be told visually - to collect visual information to develop ideas - to experiment with different ways of using textiles to create effects - to be able to design a piece of textile artwork that tells a story - to be able to create a piece of artwork that tells a story through textiles - to be able to evaluate a finished piece of artwork - to design and make 3D form - to use textile and sewing skills as part of a project, e.g. hanging, textile book, etc. (This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.) - to create a print using a number of colours; to create an accurate print design that meets a given criteria - to print onto different materials - to combine visual and tactile qualities to express mood and emotion - to use a range of joining techniques - to evaluate ideas and products against design criteria and consider views of others to improve 	Year 3 - Summer 1; Indian art/cushions	<p>Plan Bee - Year 5 - Talking Textiles - Medium Term Planning Example - Planning</p> <p>(Google Drive, Curriculum 2020, Art & Design, Year 5)</p>
SUMMER	<p><u>Monet & The Impressionists: Paintings</u></p> <p>Painting; Development of ideas; Artists; Practice & discipline</p> <p>Key Artist: Monet</p>	<ul style="list-style-type: none"> - to explore what Impressionism is and where and when it began. - to explore some of Monet's landscape paintings - to explore Monet's haystack series of paintings - to explore Monet's paintings of cities - to explore the artwork Monet produced in his later years at his garden in Giverny - to review the life and work of Claude Monet - to experiment with different styles which artists have used - to create a range of moods in their paintings - to identify and draw simple objects, and use marks and lines to produce texture 	Year 4 - Autumn 2; Pointillism	<p>Plan Bee - Year 5 - Monet and The Impressionists - Medium Term Planning Example - Planning</p> <p>(Google Drive, Curriculum 2020, Art & Design, Year 5)</p>

ART & DESIGN CURRICULUM - YEAR 6 OBJECTIVES TO BE TAUGHT

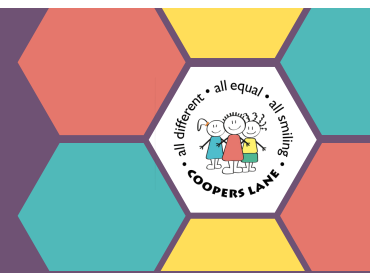
Coopers Lane Primary School's Official Curriculum - Planning Tool



	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
AUTUMN 1	<p><u>Portraits and Self-Portraits</u></p> <p>Drawing; Painting; Development of ideas; Artists; Practice & discipline</p> <p>Key Artist: Lucian Freud</p>	<ul style="list-style-type: none"> - to investigate portraits by a variety of artists; to discuss and explain the difference between a portrait and a self-portrait; to discuss and share opinions of portraits and self-portraits - to investigate a range of media and the marks they make; to experiment drawing lines of different shapes and thickness; to shade in different ways to show tone - to explore how shading can be used to convey moods and emotions; to use different types of paintbrushes for different types of lines - to create sketches that communicate emotions and a sense of self with accuracy and imagination - to explain why they have chosen specific drawing and painting techniques - to say what their work is influenced by - to look at the work of Lucian Freud and use his techniques in their own work 	Year 1 - 5 - Autumn 1; portraits	<p>Art Planning - Year 6 - Self Portrait - Medium Term Planning Example - Planning</p> <p>(Google Drive, Curriculum 2020, Art & Design, Year 6)</p>
AUTUMN 2	<p><u>Propaganda Posters</u></p> <p>Drawing; Development of ideas; Artists; Practice & discipline</p>	<ul style="list-style-type: none"> - to use a wide range of techniques in their work - to include both visual and tactile elements in their work; evaluate what they bring to the piece of artwork; identify areas for improvement - how to use overprinting with different colours; evaluate their effectiveness and identify areas for improvement - how moods and emotions are portrayed by certain colours; to analyse propaganda posters from both sides of WWII and look for common themes/colours 		<p>Art Planning - Year 6 - Propaganda Posters - Medium Term Planning Example - Planning</p> <p>(Google Drive, Curriculum 2020, Art & Design, Year 6)</p>
SPRING 1	<p><u>Paintings: L.S.Lowry</u></p> <p>Painting; Development of ideas; Artists; Practice & discipline</p> <p>Key Artist: Lowry</p>	<ul style="list-style-type: none"> - to produce art based on the work of Lowry; to explore Lowry's different pieces of art; how movement was created by Lowry's simple figures; to create their own interpretation influenced by Lowry's style - to adapt and refine their work to reflect its meaning and purpose - to include technical aspects in their work in the style of Lowry - to make a record about the styles and qualities in their work - to say what their work is influenced by - to evaluate their own work and the work of others 	Year 5 - Summer 1 & 2 ; impressionist paintings	<p>Art Planning - Year 6 - Paintings; LS Lowry - Medium Term Planning Example - Planning</p> <p>(Google Drive, Curriculum 2020, Art & Design, Year 6)</p>
SPRING 2				
SUMMER 1				

ART & DESIGN CURRICULUM - YEAR 6 OBJECTIVES TO BE TAUGHT (CONTINUED)

Coopers Lane Primary School's Official Curriculum - Planning Tool



	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
SUMMER 2	<p><u>Street Art</u></p> <p>Painting; Development of ideas; Artists; Practice & discipline</p> <p>Key Artist: Banksy</p>	<ul style="list-style-type: none">- to develop ideas and techniques for art work comprising stylised graffiti lettering through sketching- to develop ideas for improving a public space with street art- to express ideas through a satirical work of art designed for public spaces- to develop techniques for creating street art using stencils- to create street art using stencils- to combine patterns, tone and shape- to explain why they have chosen a specific painting technique- to make work that is open to interpretation by the audience- to compare their methods to those of others and keep notes in their sketch books		<p>Plan Bee - Year 6 - Paintings; Street Art- Medium Term Planning Example - Planning</p> <p>(Google Drive, Curriculum 2020, Art & Design, Year 6)</p>