

Art Autumn Term

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Week	Topic	Learning Objectives	Activities/Resources/Links	Assessment / Outcomes
1-3	Self Portraits	To explore the symmetry and mathematical dimensions of the human face. To use pencil and colour thoughtfully to create detail.	Explore famous examples of self-portraits. Examine own face in a mirror. Use pencil very lightly to draw face shape, dimensions and features. Use marker pen, coloured pencils and crayons to fill in skin colour, hair and features.	I can use different mediums to draw a self-portrait.
4	Christmas card	To create an image using contrasting colours	Using pencil, choose colours to show contrasting images. Colour each square on grid individually to add mosaic effect. Explain show of specific colours	I can explain my choice of colours. I can use contrasting colours to create mosaic effect
5	Stained Glass Window	To create a stained 'glass' window using tissue paper	Link to science (light) Follow directions to create a stained 'glass' window to let in coloured light	I understand that light travels in a straight line and will shine through translucent objects.
6-7	Michelangelo	To learn about Michelangelo and	Watch video about Michelangelo and painting on a ceiling.	I know something of the life and work of Michelangelo.

		particularly painting in Sistine Chapel	Experience how it feels to draw upside down by drawing on paper under roof of desk. Link to RE (drawing own idea of creation story)	I have felt how it might feel to paint upside down.
8-10	Doodles	To understand the difference between different pencils To experiment with pattern and tone. To use imagination.	Use different pencils to create a range of tone in sketch books. Watch video of Mr Doodle for inspiration. Create own doodles by experimenting with pattern and tone.	I can use pencils to create different shades and tones. I can use my imagination to create patterns.
11	Toucan	To follow instructions to draw and colour.	Follow steps to draw a toucan. Colour using bright, contrasting colours. (Link to English – Tin Forest)	I can draw a simple toucan and use bright, contrasting colours.

Spring Term

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Unit	Topic	Learning Objectives	Activities/Resources/Links	Assessment / Outcomes
1+2	Patterns in nature: still life	To recognise patterns in nature and draw these with pencils.	To look closely at examples of patterns in nature (leaves, stones, shells) and to try to draw these into sketch books.	I can spot and explain patterns in nature. I can draw simple patterns observed in nature.
3+4	Mondrian	To investigate the work of Mondrian and revise primary colours.	Using masking and primary colour paints pupils create their own painting in the style of Mondrian.	I can recreate a pattern using straight lines. I can use primary colours effectively. I can explain the style of Mondrian
5-8	Lowry inspired Victorian street scene.	To look at Lowry's paintings, identifying common features in his art work. To learn about terrace houses and shops in Victorian industrial towns and how they looked. To draw Victorian terraced houses and shops and	<ul style="list-style-type: none"> • Flipchart • Discuss Lowry as a person and artist • Discuss common features of Lowry's paintings • Transfer Lowry's style to the Victorian streets of London. • First in sketch books, children practise drawing the middle ground which depicts a row of terraced houses and shops. Later, transfer their ideas onto A3 paper. Children decide which two colours they would like for their back/ and foreground. They then use the floor, or walls to make rubbings. 	<ul style="list-style-type: none"> • I can identify common features in Lowry's art work. • I can explain what Victorian terraced houses and shops were, and how they look. • I can draw a number of detached terraced houses and shops. I can use wax crayons to make rubbings.

		<p>colour in using the muted colours of Lowry.</p> <p>To use the technique of rubbing to produce a foreground.</p> <p>To explore Lowry's matchstick figures and draw them.</p>	<ul style="list-style-type: none"> • Follow the Lowry power point 'Presentation Matchstick Figures' • Discuss: What are the different figures doing? How do you know? • Let children practise drawing their own matchstick men in their sketch books • Children to finish off their Victorian Lowry by adding matchstick men (Link to history – Victorians) (Link to English – Jemmy Button) 	<ul style="list-style-type: none"> • I can explain how Lowry presented his matchstick figures • I can draw my own match stick figures
9-10	Mother's Day portrait	To paint a portrait of Mummy for Mother's Day.	<ul style="list-style-type: none"> • Build on previous learning (autumn term) to draw and then paint a portrait of their mother. • Mix paint colours to create accurate skin and hair colours. 	<ul style="list-style-type: none"> • I can use my mathematical understanding of a human face to draw a portrait. • I can mix paint colours.

Summer Term

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Unit	Topic	Learning Objectives	Activities/Resources/Links	Assessment
1-2	Romero Britto	<ul style="list-style-type: none"> Learn about the work of Romero Britto. Follow instructions. Use imagination to create patterns. 	<ul style="list-style-type: none"> Learn about the work of Romero Britto. Follow instructions to draw the outline of a fish. Use crayons to create patterns, including of their initials, to fill in the fish's body. 	<ul style="list-style-type: none"> I can follow instructions. I can create patterns from my imagination.
3-7	Racing car	<ul style="list-style-type: none"> To establish safety rules for the DT room To construct a chassis 	<p>Ask pupils to put on goggles as enter the room.</p> <p>Go through safety rules.</p> <p>Show and discuss tools being used.</p> <p>Pupils to use rulers and a pencil to rule and measure the 4 lengths of wooden batons needed (2x21cm and 2x11cm). Pupils can compare their markings as a table to ensure length markings correct.</p> <p>Use a bench block and saw to cut the lengths to size. Name with pencil.</p> <p>Bundle each pupils' 4 lengths together.</p>	<ul style="list-style-type: none"> I know and can name the safety rules in the DT room I can listen to and follow instructions to construct a chassis
3 - 7	Racing car	<ul style="list-style-type: none"> To construct and adhere support corners 	<p>Ask pupils to put on goggles as enter the room.</p>	<ul style="list-style-type: none"> I can listen to and follow the instructions to construct support corners

		<ul style="list-style-type: none"> To measure and cut metal rods for axels 	<p>Reinforce safety rules</p> <p>Show and discuss tools being used.</p> <p>Pupils to use rulers and a whiteboard marker or biro to measure 2 lengths of metal needed (2x 15cm). Pupils can compare their markings as a table to ensure length markings correct.</p> <p>Use a bench block and saw to cut the lengths to size. Bundle each pupils 2 lengths together and write the name on the masking tape.</p> <p>Pupils to use the glue gun with an adult to make a car frame out of the four lengths of wooden batons.</p>	
3-7	Racing car	<ul style="list-style-type: none"> To construct an axle 	<p>Pupils to use hacksaws to cut premeasured bits of wood with holes in it.</p> <p>Pupils to string two wood bits on one axle and hammer on one wheel on each end of the axle.</p> <p>To use the glue gun to attach the wooden bits to the wooden frame.</p>	<ul style="list-style-type: none"> I can listen to and follow instructions to construct an axle
3-7	Racing car	<ul style="list-style-type: none"> To design and construct a number plate 	<p>Show children examples of number plates. Pupils to come up with ideas for their own one. Pupils to share these ideas before</p>	<ul style="list-style-type: none"> I can design and construct a number plate

			designing their own number plate on the car body.	
3-7	Racing car	<ul style="list-style-type: none"> • Design a car body 	Show children examples of car designs (sport cars). Discuss what car designs often feature (flames and numbers). Explain the car body template and how it needs to be folded at a later stage. Give pupils a paper car body template first to try out different design ideas.	<ul style="list-style-type: none"> • I can design a car body
3-7	Racing car	<ul style="list-style-type: none"> • Design a car body 	Pupils to explain their car designs to another pupil. Once they are happy with their paper template they can copy their design onto the card car body template.	<ul style="list-style-type: none"> • I can design a car body