



















Art & Design -Milestone 1-3

| | Milestone 1 | | | Milestone 2 | | | Milestone 3 | | |
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| Subject | Autumn | Spring | Summer | Autumn | Spring | Summer | Autumn | Spring | Summer |
| Year A Topics | Aut 1: The Gruffalo | Sp 1: Where in the world are we? | Su 1: Up, Up and Away | Aut 1: Bear Grylls | Sp 1: Tudors | Su 1: Around the World | Aut 1: Island Survival | Sp 1 Greeks | Su 1: Location, Location |
| | Aut 2: Light and Dark | Sp 2: Toys | Su 2: Chocs Away | Aut 2: Tudors | Sp 2: Around the World | Su 2: Egyptians | Aut 2: Anglo Saxons | Sp 2: Spy School | Su 2: Aztecs |
| Year B Topics | Aut 1: At the Circus | Sp 1: Dinosaurs | Su:1 At the Seaside | Aut 1: Night at Museum | Sp 1: Extreme World | Su:1 Romans | Aut 1: Vikings | Sp 1: Titanic | Su:1 WW2 |
| | Aut 2: Polar Adventure | Sp 2: Fun Food Factory | Su:2 Great Fire of London | Aut 2: Extreme World | Sp 2: Roman | Su:2 Chellaston and Me | Aut 2: Peak Adventures | Sp 2: Titanic (geog) | Su:2 Rivers |
| Threshold Concept (SKILL) Develop Ideas- This concept involves understanding how ideas develop through an artistic process. This skill will be revisited each time art is taught | | | | | | | | | |
| *Respond to ideas and starting points. *Explore ideas and collect visual information. *Explore different methods and materials as ideas develop. | | | *Develop ideas from starting points throughout the curriculum. *Collect information, sketches and resources. *Adapt and refine ideas as they progress. *Explore ideas in a variety of ways. *Comment on artworks using visual language. | | | *Develop and imaginatively extend ideas from starting points throughout the curriculum. *Collect information, sketches and resources and present ideas imaginatively in a sketch book. *Use the qualities of materials to enhance ideas. *Spot the potential in unexpected results as work progresses. *Comment on artworks with a fluent grasp of visual language. | | | |
| Threshold Concept (SKILL) Master Techniques- This concept involves developing a skill set so that ideas can be communicated. | | | | | | | | | |
| Art and Design | Painting- Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels. | Sculpture Year A and B Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving. | Textiles Use weaving to create a pattern. Join materials using glue and/or a stitch. Use plaiting. Use dip dye techniques. | Painting Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour. | Digital Media Create images, video and sound recordings and explain why they were created | Textiles Shape and stitch materials. Use basic cross stitch and back stitch. Colour fabric. Create weavings. Quilt, pad and gather fabric. | Painting Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists. | Sculpture *Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. *Use tools to carve and add shapes, texture and pattern. *Combine visual and tactile qualities. *Use frameworks (such as wire or moulds) to provide stability and form. | Textiles Show precision in techniques. Choose from a range of stitching techniques. Combine previously learned techniques to create pieces. |
| | Knowledge Development Year A Gruffalo To know that the primary colours of red and yellow make the secondary colour orange Painting the orange fox To know that red and blue make purple for purple prickles To know that blue and yellow make green for the green snake Year B Circus- Kandinsky To know the names of primary and secondary colours. To know that when two primary colours are mixed it creates a secondary colour. To know that all colours begin with primary colours. To know what makes a tint and a tone. | Knowledge Development Year A Ram sculptures To know how to shape materials by rolling, cutting moulding and carving. To create a sculpture of a ram symbolic of Derby, Year B Making Dinosaur Junk art To know how to use a variety of shapes/sizes and texture. Making dinosaurs using clay- To know which techniques work best or make the model interesting. | Knowledge Development Year A Up, Up and Away . Water lilies - Monet To create weavings of the water and glue lilies onto the top. To know how to dip dye to create patterns. To know how to combine materials to create a picture. To know how to plait using the colours of a countries flag.  Year B | Knowledge Development Year A To know how to paint a portrait, using a range of brush techniques. To know how to use effective Colour mixing to create Portrait paintings of themselves and famous Tudors Year B To know how to use water colour to create mood and effect demonstrating Vesuvius eruption. | Knowledge Development Year A To know how to create images to produce Digital artwork linked to the artist Henri Matisse Year B To know how to use digital media to produce a Roman mosaic. | Knowledge Development Year A To know how to create weavings through weaving Egyptian paper – Then Egyptian painting on it/image (Twinkl booklet for inspiration) t-d-1627917696-editable-my-weaving-project-booklet-ver-3.pdf (twinkl.co.uk) Year B To know how to quilt, pad and gather fabric to make a quilted landscape piece | Knowledge Development Year A To create Saxon shields using painting techniques. To know how to combine colours. Year B To know how to create watercolour painting techniques – to create mountainscapes. | Knowledge Development Year A To know how to use tools to carve and how to create texture, pattern and shapes with clay, to create a Greek style long ship prow head. Year B To know how to create sculptures using outdoor materials to recreate scenes from the Titanic.  | Knowledge Development Year A Develop stitching techniques to create a lighthouse outline with detail. Year B To know how to use stitching techniques to create a cowry shell for class Giant's Necklace (Literacy link) |
| | Collage *Use a combination of materials that are cut, torn and glued. *Sort and arrange materials. *Mix materials to create texture. | | Drawing *Draw lines of different sizes and thickness. *Colour (own work) neatly following the lines. *Show pattern and texture by adding dots and lines. *Show different tones by using coloured pencils. | Collage Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage. | Sculpture - Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials. Add materials to provide interesting detail. | Drawing Use different hardness of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture | Collage Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities. Use ceramic mosaic materials and techniques | Digital Media Enhance digital media by editing (including sound, video, animation, still images and installations). | Drawing Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement. |
| | Knowledge Development Year A Gruffalo To know how to collage choosing a range of materials and arranging them to create a woodland picture (Gruffalo forest) To know how to rip, arrange, tear, cut materials to represent the forest. | | Knowledge Development Year B Seaside To know how to observe and draw real life objects. To know how and where to apply tones, shades, patterns and texture to | Knowledge Development Year A- To know which collage technique create the most striking effect for a Tudor portrait. | Knowledge Development Roman Coil pot To know how to Use techniques to effectively Improve the design  | Knowledge Development Year A To know how to use hatching and cross hatching to show tone and texture when sketching Egyptian artefacts - | Knowledge Development Year A Saxon shield using collage techniques. Year B To know how to 'strip layer' collage technique to create a mountainscape. | Knowledge Development Year A To know how to use Stop motion animation to create scene using clay prow head. | Knowledge Development Year A To know How to use a variety of techniques to add interesting effects to create a lighthouse drawing. |

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| | <p>Year B Circus To know how to rip, arrange, tear, cut materials to represent the “textures of the circus”.</p> | | <p>their drawings. (Observational drawings of shells)</p> | <p>(Collage skills lessons prior to one big piece of artwork at the end)</p> <p>Year B - To know coiling and mosaic techniques to create Tsunami artwork. To know tessellation techniques to create an earthquake piece of artwork.</p> | | <p>Canopic jars</p> <p>Year B Chellaston and me To know how to use different hardness of pencils. To know how to use shading to show light and shadow.</p> <p>To know how to use sketching skills to sketch the local area.</p> | | <p>Year B To know how to use Stop motion animation using outdoor materials - -Titanic theme Stop-frame animation using outdoor materials Titanic.</p> | <p>Year B To know Use a choice of drawing techniques to depict movement, perspective, shadows and reflection drawing techniques in water.</p> | | |
| <p>Digital Media is a constant throughout Milestone 1 – covered each time Art is taught</p> | | | | | | | | | | | |
| <p>Threshold Concept (SKILL) Take Inspiration from the greats- This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history</p> | | | | | | | | | | | |
| | <p>Describe the work of notable artists and use some of the ideas of artists studied to create pieces</p> | | | | <p>Replicate some of the techniques used by artists. Create original pieces that are influenced by the studies of others.</p> | | | <p>Give details about the style of some notable artists/designers Show how the of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles.</p> | | | |
| Artist Year A | <p>Keith Klabon Deep in a Forest</p>  | <p>Michael Pegler</p>  | <p>Monet - Water Lillies</p>  | <p>Hans Holbein the Younger</p>  | <p>Henri Matisse</p>  | | <p>Saxon artefacts to inspire.</p> | <p>A range of Greek artworks.</p> | <p>Edward Hopper</p>  | | |
| Artist Year B | <p>Kandinsky Circles</p>  | | <p>Adonna Khare</p> <p>Range of amateur artwork for children to discuss skills seen in work.</p>  | <p>Joseph Wright</p>  |  |  | <p>Katsushika Hokusai</p>  | <p>Visual representations of Titanic - now and then</p> | <p>Monet</p>  | | |
| Enrichment |  <p>Kandinsky Rock Art</p>  | | <p>MADD week cover - Printing</p> | <p>Tudor Day</p> | | <p>MADD week cover - Printing</p> | | | <p>MADD week cover - Printing</p> | | |
| POP Task | <p>Year A - To create a woodland painting using secondary colours. Year B – To collage a circus setting.</p> | <p>Year A - To create a Ram sculpture. Year B – To create a dinosaur sculpture</p> | <p>Year A – Dip-dye T-shirt. Year B – Sketch of a seashell.</p> | <p>Year A – Henry 8th Mosaic Year B – Using water colours for a natural disaster.</p> | <p>Year A – Evaluate Digital Artwork Year B – Create your own coil pot.</p> | <p>Year A – Cross hatch/hatch Egyptian Picture. (Pharaoh or Sphinx) Year B – To evaluate your quilt design.</p> | <p>Year A – Saxon Shields Year B – Mountainscape water colour</p> | <p>Year A – Greek ship clay prow head Year B – Stop animation – Titanic theme</p> | <p>Year A – Lighthouse outline stitching Year B – water reflections drawing</p> | | |