

Botley C of E Primary School



Curriculum Subject Map: Years 1-6

Art and Design

Year 1/2 Cycle A

Autumn 1

Theme Title: Toy time Travllers
Main focus: drawing from observation; developing use of line and tone

Beter Blake 'The Toy Shop' 1962 Banksy 2020



Draw toys as sources using history box.
Discuss Banksy's modern day drawing of toys 'past and present' and Peter Blake's Toy Shop as stimulus
Children complete observational drawings of toys to show at the 'museum.' To show similarities and differences of new and old, past and present and present.

Create large scale drawing using a variety of media to represent objects in lines (curved, straight, horizontal/ vertical and shading carefully). Develop use and control of a variety of media in order to use lines to create shapes,

Learn how to make their work 'eye catching' for the museum by embellishing (cut, gluing and trimming material) e.g. adding bow/ string/ collar etc.



Autumn 2

Theme Title: Land and Sea
Main focus: Drawing and clay sculpture
Artist/ Sculptor study: Nick Mackman (female/ British/ contemporary)

Make sketches of chosen land or sea animal focusing on use of line to achieve shape, proportion, features and texture
Annotate in sketchbook how ideas can be used for making clay animal
Show control when handling and shaping clay by pushing, pulling, moulding, rolling, coiling and cutting
Use a wide range of simple tools to cut, shape and impress patterns and textures in a range of materials to achieve particular effect e.g. nose, whiskers,
Explore the work of contemporary wildlife artist and sculptor Nick Mackman and use her ideas to inspire own work
Show control when handling and shaping clay by pushing, pulling, moulding
Use a wide range of simple tools to cut, shape and impress patterns and textures in clay
Task: research, design make a clay animal
I can draw animals from observation
I can make notes in my sketchbook about how I will use my ideas when making my clay animal
I can use different tools and techniques to add pattern and texture to my clay animal
I can roll, cut and coil different materials
I can use different tools for mark making and effect
Explore the work of contemporary wildlife artist and sculptor Nick Mackman and use her ideas to help my own work



Spring 1

Theme Title: Turrets, Towers and Tunnels

Main focus: Drawing, pencils, collage

Dragon eye art

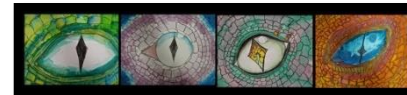
Paullo Occello - George Slaying The Dragon (1400s)



Zhang Sengyou 400AD Explore importance of dragons in Chinese culture (legend of empty eyes)

Focus illustrator: Jackie Morris (contemporary)

Experiment with pens, pencils, crayons, chalks ,pencil drawings, pen on, charcoal different surfaces recreating 'eyes' of dragon



Year 2 example Botley children



Create collage eggs to showcase eye: develop skills cutting straight and curved lines from a range of materials with some accuracy.
 Tear paper into strips and shapes with some accuracy.
 To begin to classify materials into colours and surface textures and make decisions on overall outcome
 To understand that materials can be selected or created to reflect the colour and texture of the subject.
 Recreate onto different surface of choice -stone painting, large scale on playground/ clay plasticine?
 Examples from other schools:



Spring 2

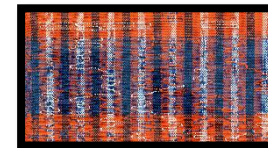
Theme Title: Fire! Fire!
 Fire and water weavings :Textiles main focus
 Explore weaving around the world as ancient practice - Africa, Peru etc and then chosen artists Gunta Stolzl and Anni Albers (learn about their impact in history)
 Practise skills with paper weaving

Explore use of colour in work of Patrick Heron and Mark Rothko







Patrick Heron

Mark Rothko



Use ICT to recreate experiment with smudge tools, paint spray etc..(option 1)
 Anni Albers

	<p>Paint/ crayon colour way of chosen colours Use painted strips of paper to 'practise weaving Explore materials and a range of with different colours and textures to create own/ collaborative Transfer ideas into woven piece, adding in threads, beads, stitching and embellishments to enhance piece</p>  <p>ICT - recreate textile using 'Paint' on ipads (option 2) Above image for inspiration</p>
<p>Summer 1</p>	<p>Theme Title: The Enchanted Woodland Skills: Draw, paint watercolour and print flowers from observation, using work from other artists as inspiration Georgia O'Keefe Explore differences in techniques with Van Gogh's sunflowers and Iris (Impressionism) Focus on colour theory and mixing paints to achieve tone</p>  <p>To develop a wide range of painting techniques using colour, pattern, texture, line, shape and tone Background -modern day designers and William Morris in art history, John Derian and Using natural materials, flowers, leaves, vegetables etc create background showing some awareness of symmetry, tessellation and repeated pattern</p>   <p>Children experiment with shape, colour, texture and pattern using a range of soft/ hard, natural and man-made materials Create prints on a range of surfaces and scales and create pictures, patterns and/or textures including overlaying. Apply understanding of colour Use key vocabulary to demonstrate understanding: colour, shape, pattern, regular, repeated</p>
<p>Summer 2</p>	

Year 1/2 Cycle B

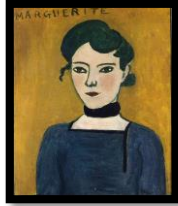
Autumn 1

Theme Title: Super Mel!

Main focus: drawing and watercolour painting

Describe similarities and differences in styles between portrait artists over different time periods

Matisse 1907 Van Gogh. Klimt. Klee, Wiley (present day)



Experience: Draw from memory - what do I think I look like? Draw from observation in a range of poses and circumstances on a range of surfaces and scales

(HB and 2 B pencils, ball point pens)

skills: begin to control lines to represent facial features

Add some detail to facial features, clothing etc.

Show some awareness of space and proportion, shading, line direction, shape of features







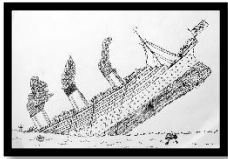
Examples: Year 1 Botley

ICT: find and print examples of backgrounds to trial against own portrait



Klee style background

	 <p>Compare backgrounds Klee with Wiley (floral) and explore in sketchbooks: Colour, line, shape, form, pattern</p>  <p>Make choices about style of background to represent them Klee, Wiley (or other) Floral in the style of Wiley:</p>
Autumn 2	
<p>Spring 1</p>	<p>Theme Title: Pole to Pole Main focus: Drawing, collage and painting</p> <p>Explore illustrations in driver text The Blue Penguin Drawing: learn how to draw shapes of chosen animal, adding specific areas of detail e.g. eyes, nose, inside of ears Make their own simple collage background as setting for their animal choosing and applying various coloured textured, patterned materials and/ or images to enhance interest or appeal. Focus on warm and cool colours and how the colour choices work together. Explore use of warm and cool colours in work of David Abbey Page 1901 American artist and cameraman (accompanied Admiral Byrd on 2nd expedition to Antarctica), Marion Rose as contemporary artist) Explore work of David McEwon 'Antarctic impressions' for looking at achieving shapes of landscapes https://www.youtube.com/watch?v=8T0z4-RkUGU https://www.youtube.com/watch?v=Ww2e08i Collage skills: to develop skills cutting and tearing straight and curved lines from a range of materials with some accuracy. Develop skills when applying adhesive sparingly to a range of materials and stick them down accurately. Handle and manipulate a wide range of natural and made materials and make choices to match texture and colour to purpose. Make their own simple collage choosing and applying various coloured textured, patterned materials and/ or images to enhance interest or appeal Talk about their work and the work of others and use language appropriate to the visual elements of shape, texture and colour. Understand that materials can be selected or created to reflect the colour and texture of the subject.</p> <p>Painting Use brush strokes carefully to 'colour in' with paint Mix and match basic colours and make them lighter and darker Paint on a range of surfaces and scales Use paintings from different times and cultures as inspiration for own work To confidently and with accuracy mix and match basic colours and make them lighter or darker; name primary, secondary and some tertiary To use warm and cool colours for effect Evaluate and enhance e.g. add chalk to background or blend over collage to achieve texture.</p>  
<p>Spring 2</p>	<p>Theme Title: Aye Aye Captain Main focus: Observational drawing and sculpture - observational sketches at museum</p> <p>Child artist: Nico Jaimes (American)</p>



Refine work in sketchbooks with technical aspects to drawing to achieve simple form, position and perspective. Explore work of 'child artist, illustrations from driver text and celebrated historical artist

Respond to his work online:

' <https://www.newyorker.com/culture/culture-desk/a-young-artist-confronts-the-sinking-of-the-titanic>

Sculpture Explore Artist Ken Marschall and other nautical artists to inform sculpture.



Build models from manufactured and recycled materials and prepare them for painting and decorating by covering them with layers of paper
 Combine different materials such as string bottle tops, cellophane etc
 Use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials (where suitable)
 Fold, pleat, scrunch and cut paper and thin card/ tissue paper of varying thicknesses
 Talk about the materials, how they have been worked and the result, relating them to the work of other sculptures
 Show some control when handling materials such as: malleable materials, construction materials e.g. paper, card, fabrics, threads, boxes, wood, commercially produced kits e.g. Lego, wooden blocks, adhesives PVA medium, glue sticks tools e.g. fingers, scissors, spatulas, simple modelling tools
 Make choices about decorating scene e.g. paper to cover ship, painted parts, tissue paper for ocean, 3D icebergs (card/ plasticine etc).add textiles for curtains etc.

Summer 1

Theme Title: Bright Lights, Big City
 Skills: mixed media collage: drawing, painting, ICT and printing a London cityscape

Artist - Brazilian Artist Lobo. Use pics as inspiration.

Drawing skills: buildings and features in London (pastels, colouring pens), collage background and images (some photographs and images selected from magazine)

Drawing: build on skills acquired from 3D drawing of Titanic. Practise drawing structures of key London buildings (know about great designers and architects in history)

Some objects drawn/ part created using ICT app Sketchbook and text created using ICT for landmark names

Make their own simple collage choosing and applying various coloured textured, patterned materials and/ or images to enhance interest or appeal

Talk about their work and the work of others and use language appropriate to the visual elements of shape, texture and colour.

Creating collages by cutting and using materials and by sticking objects together to create new textures.
Use printing to enhance collage: create Union Jack printing block made from card/ straws or rubber
Make decisions about effect e.g. creating irregular or regular prints



Summer 2

Year 3/4 Cycle A

Autumn 1

Theme Title: Potions

Skills: develop skills in drawing from observation, experience and imagination, emphasis on first-hand experience.

Drawing human form in poses to support instructional writing (mixing, pouring)

Drawing: use of line to create shapes which show action and sound of explosion - fizz, bang, whizz etc

Painting Achieve tonal effects, patterns and textures (mixing of colour, blending and bleeding to achieve soft edges, using tools to splatter)

Experiences Experience the work of other artists to begin to identify styles - Quentin Blake and Tony Ross

Mimic style of Quentin Blake -simple style outline in pencil and biro

Imagination: explosion of reaction and chemicals - focus on use of colour, movement and shape: blending techniques, use of water, application of salt for texture

Materials

Paint using watercolours, black ink outline (fibre tip) HB pencils



Artist: Quentin Blake

Year 3/4 sketchbook examples by Botley children:



Autumn 2

Theme Title: Scrumdiddlyumptious
Main Focus: detailed drawing, light and dark, tone and shading techniques
ICT: use photoshop to manipulate images and experiment with colour
Clay: recreating detail on a clay tile

Skills: Drawing and printing/ clay
develop skills in drawing from first hand observation, experience
Practise drawing cross sections of fruit using a range of HB pencils and surfaces and charcoal
Focus on achieving shape of different parts. Teach shading, blending and shape to achieve texture with a different range of pencils - (scumbling, cross hatching etc)
Try repeating with charcoal - discuss how to fill in dark areas, leave negative space and effect of applying different pressure.











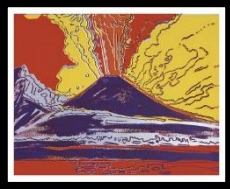

Experiment with colour and using pastels and paint using copies of image. Use same skills - blending, shading etc
Teach colour mixing, adding white for tint, dark (gradually) for shade,
Paintings should show tone of veg/ fruit
Experience: style of other artists, Picasso and Braque
Artist: still life by Braque
Replicate using charcoal/ HB pencils/ fibre tip pens

Picasso Dish of Pear 1936



Contrast still life/ cubism with photorealist paintings by Dennis Wojtkiewicz
Children use photoshop to edit art work and trial different combinations of colour. Use knowledge of complimentary, warm, cool colours and enhance art work as preference. Children experiment creating patterns and textures and us to inform decisions on how to represent on clay tile.
Experiment with colours and textures by making appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose

	<p>Clay kitchen tile - create surface patterns and textures with detail; shape, moulding and sculpture to achieve form. Print according to research using photoshop.</p>	
<p>Spring 1</p>	<p>Theme Title: Swords, Shields and Settlers Skills: drawing, textiles</p> <p>Develop knowledge and techniques of Anglo Saxon illuminated letters from Lindisfarne Manuscripts Apply techniques in own initials and practise designs</p> <p>Use letter to 'inform' fabric flag symbol of themselves (across DT in next theme) Could be central piece or smaller in corner etc. Create fabric collages using appropriately selected fabrics and threads. Create and apply new fabric textures by, e.g. crumpling, creasing (as in bow example above), pleating. Thread and sew with fine needles. Sew straight stitches to create patterns and surface decoration. Use sewing to apply one fabric to another. Create patterns in fabric as a result of dyeing/ batik (Linked with DT)</p> <p>Year 3 / 4 Botley example of letters</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<div style="display: flex; flex-direction: column; align-items: center;">    </div>
<p>Spring 2</p>		
<p>Summer 1</p>	<p>Theme Title: Tremors Skills: collage, painting, composition</p> <p>Cut complex shapes from a range of materials with some accuracy. Tear paper to pre-determined strips and shapes. Change the surface of materials by, e.g. crumpling, creasing, folding, pleating, scoring, tearing and fraying. Apply adhesive sparingly and stick shapes accurately. Build on prior learning in potion illustration of shapes to show action of explosion</p> <p>Produce their own collage, choosing, cutting, arranging, overlapping (foreground and background) and applying materials focussing on colour, shape, texture and pattern. Experiment with materials to achieve new textures and colours. Talk about their work and the work of others using language appropriate to the visual elements of shape, texture, pattern and colour</p>	

	<p>How have they combined these elements to achieve to achieve specific results? Work as a member of a group to produce a single collage. Look at and talk about collages created by other artists.</p> <p>Various papers and fabrics pre-made and own made: marbling, painted) threads, objects, PVA. Scissors. Sewing equipment,</p> <p>Add detail and dimension with use of chalks, paints etc</p> <p>Explore representations of Versuvius and other volcanoes and real images as inspiration (history and culture) Artists: Andy Warhol 50s Joseph Wright 1700s</p> <p>Red Fuji (Hokusai - Japanese)</p> 	 
<p>Summer 2</p>	<p>Theme Title: Mother Earth Skills: drawing, painting, sculpture</p> <p>Artists: Van Gogh/ Monet/ O'Keefe Marc Quinn</p> <p>Sketch flowers from observation at country park or school grounds Use a range of materials ink, fibre tip pens, different surfaces, try out pens on fabric etc.</p>	

Relate to science -parts of plant
Trial example in style of chosen artists.

Replicate flower head on large scale using artist as inspiration Monet, Georgia O'Keefe. What do some children already know from yr 2 and what they have learnt this year? Focus on shape, direction of shading, tone, colour, pastels. Collaborative piece in groups to produce on large scale.

Sculpture

Plan, collect and develop ideas to inform own sculpture including scale

Make framework and armatures to support the model

Apply Mod-roc and or mache to build form to a framework

Build and construct structures, joining two or more parts of a sculpture successfully

Make wire sculpture - teach twisting, bending, manipulating to achieve desired shape.

Use mod roc/ mache to build up shape of petals.

Produce and decorate models confidently considering appearance and durability skill and technique.

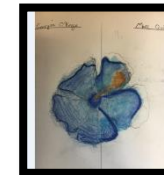
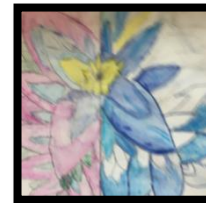
Adapt work as and when necessary and explain why.

Decorate with embellishments with beads/ sequins etc using glue gun (with supervision), adding detail using pens etc (refer back to detail achieved in drawings)

Contemporary artist:

Marc Quinn contrast with artist in history

Examples from Year 3 /4



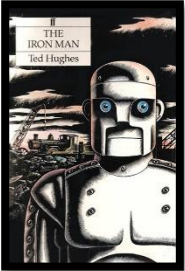



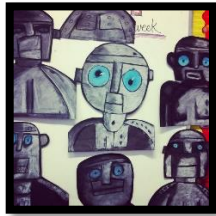
Printing - flower hammer printing collaboratively on material to show case sculptures with embellishments for effect, stitch and join to secure and for visual purpose. Collaborative flower press printing on textile for planter to showcase flowers

Year 3/4 Cycle B

Autumn 1	
Autumn 2	<p>Theme Title: Tribal Tales Main focus: Sculpture, drawing, clay</p> <p>HOOK: Memorable experience cave paintings as part of hook Create own paints from natural materials and experiment creating different textures and effects on a range of scales (outside and by torch light) using a range of natural drawing materials (sticks, leaves, hands) Sculpture: drawing and clay pots</p> <p>Understand the significance of clay pots within Stone Age times, the origin and development of pottery within Ancient civilisations and their uses today Explore styles, shapes and purposes of pots.</p> <p>Evaluate the effectiveness of pots produced by previous year 3/4 children</p> <p>Improve their mastery of art and design techniques in sculpture with a range of materials [clay]: designing and making clay pots Look at artefacts and pictures of Neolithic pots, find common features and create own design using inks Learn how to mould, shape, smooth and join clay with various techniques. Make a slip to join pieces of clay successfully Produce more intricate surface patterns/ textures and use them when appropriate. Develop techniques of pinch/ slab/ coil techniques Use language appropriate to skill and technique, e.g. 'slip and score' Make decisions about which technique to use for own pot Discuss own sculpture, relating it to the work of other sculptors</p>
Spring 1	<p>Theme Title: I'm a Warrior Main focus: Mosaic background printing/ string printing block</p> <p>Choose objects to print with to achieve a specific result Make a more complex printing block using string Create a relief print by building printing block by using card, string/ wool etc. and ink up to achieve a regular and off set pattern Develop mono-prints to show use of line, pattern and texture and experiment with overlays Print pictures using different printing techniques such as string printing and relief, carving into polystyrene Continue to explore both mono-printing and relief printing. Demonstrate experience in fabric printing using specialist inks Work on a range of scales to achieve desired effect</p>



	<p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, planning colours and collecting source material for future works. Make choices about colours when printing based on experience and trial Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Demonstrate experience in combining prints taken from different objects to produce an end piece. Create repeating patterns. Design and create printed patterns to enhance an overall piece of work or contribute to collage:</p> <p>Year 3/4 previous examples</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
Spring 2	
<p>Summer 1</p>	<p>Theme Title - Dynamic Discoveries Link to driver text Iron Man Main Focus: drawing, shading and ICT</p> <p>Explore illustrations of Iron Man illustrator, Andrew Davidson, and other work. Explore the mood created with black and white (light and dark)</p> <p>Compare with new colour version by Chris Mould (2019)</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • develop drawing and shading techniques. Using white chalk and black pastel/ charcoal on black/ dark surfaces • represent Iron Man to create a certain impact on the audience <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;">   </div>



ICT: upload photo considering angle and perspective using sketchbook app, enhance tone and contrast to achieve digitally enhanced monochrome image. Experiment with adding colour (as with Chris Mould) and decide on effect of final piece.

Summer 2

Theme Title: Amazon Adventure

Skills: Drawing from observation, at Marwell Zoo, use of mixed media (paint/pen) , collage, Romero Britto (Brazilian Pop artist), Explore Cubism, graffiti and pop art

Take photographs at Marwell to upload and manipulate

- to improve their mastery of art and design techniques with painting and pens (pop art)
- begin to adapt and apply colours to achieve tonal effects. They work on a range of scales and surfaces appropriate to the work.
- learn about great artists in history and the development of pop art Andy Warhol and Romero Britto
- Make and match colours with increasing accuracy
- Plan and create different effects and textures using paint, ICT 'sketchbook app' and collage
- Demonstrate creativity and an awareness of arrangement for the audience
- Add collage for visual effect (texture) to painted/ printed/ digital image
- Children to consider how to convey 'big idea' of their art - beauty/ wonder/ deforestation
- Compare the role of their work with Romero Britto
- Consider perspective in their work with a focal point, foreground, mid and background
- Apply use of pattern to add interest to features e.g. beak
- Enhance with digital images and text using photographs at Marwell



ICT objectives

Record and collect visual information using digital cameras, I-pads/tablets.

Use sketchbook package to create images and effects with lines by controlling the brush tool with increased precision.

Create shapes (leaves, braches etc, background animals) by making selections to cut duplicate and repeat.

Use ICT to document collaborative, non-permanent or 3 D work as a record and evaluation for sketchbook

Make decisions about how they will incorporate ICT into their work and comment on its effectiveness

Year 5/6 Cycle A

Autumn 1

Theme Title: Scream Machine

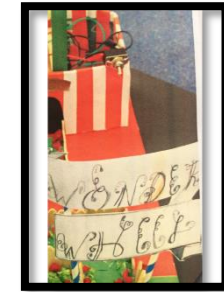
Drawing and painting: typography and flamboyant patterns of fairground ride decoration- (link with DT)

Artist from history: Futuristic Fred (1914- 1983)

Contemporary artist: Amy Goodwin, fairground illustrator

Elements: shape, colour, value, extended pattern

Create signs and banners from hand and Sketchbook app (ICT)



Organise images of own artwork, collected images and resources for inspiration

Record and collect visual information using digital cameras and video.

Use a graphics package to create and manipulate new images.

Use information from a range of sources on the Internet to put together a presentation or digital film on an artist, genre or topic of art with text, images and sound

When taking a photograph, consider choices such as composition, angle, light and focus

Be able to import an image (scanned, retrieved, taken) in to a graphics package.

Confidently use the full range of tools in an art package (Sketchbook) and use these to manipulate images

Understand that layering creates a digital image. Create layered images from original ideas sketchbooks etc....

Use words within the context of graphic art by selecting appropriate fonts and changing colour/ orientation and use to

enhance visual image

Make choices about how ICT can be incorporated into work for best effect

Use ICT to create multiples of artworks for a purpose invites for fairground exhibition for parents



Autumn 2

Theme Title: Gods and Mortals

DT/Art - Main focus: sculpture to create masks based on Greek Gods and Goddesses

Artist focus: Sergio Boldrin (contemporary) Role of masks in Ancient Greek Theatre and other cultures (Africa)

Key skills

Drawing masks and painting as part of DT design

- Construct with papier-mâché or mod-roc to build up and model 3D shapes
- Apply mod-roc over armatures framework to shape and impress patterns in a range of materials achieving shape, form and texture
- Apply a range of techniques for building, joining and decorating with accuracy e.g. adding crown, trident, building up facial features etc

- Make choices about materials to use which enhance and embellish effect
- Painting
- Work in a sustained and independent way to develop own style of painting.
 - Purposely control the types of marks made using experimentation to inform different effects and textures including blocking in colour, washes and thickening paint to create textual effects e.g. beard, horns, flames, helmet etc

Sculpture
Construct with papier-mâché or mod-roc to build up and model 3D shapes

Apply mod-roc over armatures framework to shape and impress patterns in a range of materials achieving shape, form and texture
Apply a range of techniques for building, joining and decorating with accuracy e.g. adding crown, trident, building up facial features etc.
Make choices about materials to use which enhance and embellish effect



Year 5/6 Botley Primary School

Spring 1

Theme Title: Lay of the Land
Main focus: painting landscapes and Ipad art

Using one of Hockney's landscape paintings, recreate in style of choice-semi abstract, modernism, pointillism, expressionism or realism. Develop knowledge and understanding of styles and techniques through own open ended research. Make choices about use of media e.g acrylics, watercolour or pastels to best suit purpose.



modernism Semi-abstract

Semi-Abstract



Pointillis Expressionism

Choose scene from geography study, to recreate using Ipad art replicating one of the chosen styles. Trial recreating a part of hand drawn image and xperiment with using the full range of colours and brushes.

Artists: David Hockney landscapes

Ipad art (Yosemite Suite)

Link to theme - California/ South America



<http://www.bbc.co.uk/news/technology-11666162>

Using IPADS, showcase North or South America (link to geography and English) Create multiple layers to achieve, foreground, mid and background replicating chosen style e.g. impressionism, semi abstract, contemporary or in the style of Hockney.

Spring 2

Theme Title: Fantastic Beasts

Driver text: Fantastic Beasts and Where To Find Them

Artist focus: Olivia Lomenech-Gill, Matt Sewell, Audubon

Drawing skills objectives:

- Experiment and select suitable media
- Describe work using art specific vocabulary, processes of key elements etc.
- Show development and application of techniques: line, shape, tone, color, pattern, texture and form
- Show clear appreciation of proportion and perspective
- Choose the media, scale, surface and style of drawing to match their intended purpose
- Use the experience of other artists to inform aspects of their own work
- Artwork should show some mastery of artistic techniques and development of individual style
- Work in a sustained and independent way to develop own style of drawing
- Use of graded pencils, graphite sticks, charcoal, colouring pencils, ballpoint and fibre tipped pens, pastels, chalks and pen, water based crayons, pen and ink

Painting skills objectives:

- Mix media to achieve desired effects
- Use primary colours and black and white to achieve the full range of hues and tones
- Use ideas from existing pieces to inspire their own paintings

- Convey meaning and mood within artwork
- Introduce the idea of tertiary colours (primary +secondary) and harmonious colours.
- Look at different tints (colours with white added) and shades of a pure hue (a colour).
- Work in a sustained and independent way to develop own style of painting.
- Purposely control the types of marks made and experiment with different effects and textures including blocking in colour, washes and thickening paint to create textual effects.
- Mix colour, shades and tones with confidence building on previous knowledge, and understanding of what works well in their work and why.
- Work in a sustained and independent way to develop own style of painting

Year 5/6 art work Botley Primary School



Summer 1

Year 6 Self Portrait Project ' and year 6 portrait 'identity' mixed media
 Drawing from observation
 Main Skills: drawing skills, varying tonal qualities (cross hatching, blending, scumbling, proportion)
 Element: shading, value, shape, form through techniques
 Collage, word art, use of 'Sketchbook' app/ Paint App to edit and enhance images



Year 5: WELCOME TO BOTLEY textiles display (year 5s recurring theme)
 Purpose: to create a 'Welcome to Botley' gallery for the school office area entrance inspired by the school grounds
 Main Focus: observational drawing, printing, textiles -sewing, line and thread and applique onto fabric

DT: planning for purpose, stitching and making wooden frame for canvas

Artist: Angie Lewin (contemporary print maker) Art history: Matisse

Printing art objectives

Create observational drawings (drawing objectives)

Use real life flowers and plant life in school grounds to create an 'abstract impression'

Create collaborative collages in the style of Matisse to explore negative and positive shape

Develop ideas from a range of sources including focus printing artist, Angie Lewin

Experiment with impressed and relief printing, positive and negative space

Use carving tools and lino to create a print

Trial a range of printmaking techniques including the overlaying of colours and start to overlay prints with other media ([ICT link here](#))

Print with precision and more than one colour

Show considered use of line, pattern, texture, shape and colour to achieve effect

Develop offset prints that investigate a range of tessellated approaches

Talk about their print, explain the process and relate it to prints of other artists

Textiles art objectives

Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects and for a specific purpose.

Demonstrate experience in combining techniques to produce an end piece, e.g. stitching into printed fabric.

Select fabrics and threads to enhance the purpose of the work

Recognise different forms of textiles and express opinions on them, identifying artists who have worked in a similar way to their own work.

Apply knowledge of different techniques to present a mood, feeling or concept

embroider with various stiches to add detail e.g. running stitch, cross stitch, French knot as well as blanket stitch to attach fabrics

Examples from year 5/6 Botley children



Summer 2

Theme Title: Lights, Camera, Action

PRODUCTION RELATED - for example Alice in Wonderland.

Illustrations from Alice in Wonderland - John Tennial
Large scale characters from and scenes from the production.



Year 5/6 Cycle B

Autumn 1

Autumn 2

Theme Title: Home or Away?

Skills: develop skills such as line, form, shading, tone using mixed media : pencils, watercolours and acrylics, charcoal and oil pastels

Use sketch books to record their observations of physical and human features in the local environment. Use them to review and revisit ideas and to improve their mastery of art and design techniques in:

- drawing and painting (landscapes and structures of buildings)
- know about great artists in history (impressionism - Monet, Van Gogh) and practise style from this era
- Compare with local landscape artist, Jonathan Chapman
- Develop use of shading and 'gothic style' art when creating chosen features of the church (Chiaroscuro)
- Colour mixing, shades and tones with confidence building on previous knowledge, and understanding of what works well in their work and why.
- Make decisions about composition, media and mood of final piece based on experience

Examples from 2019, Botley Primary School



Spring 1

Theme Title: Tomorrow's World and Beyond

Main focus: Space - mixed media using artwork of Peter Thorpe and David Hardy as inspiration

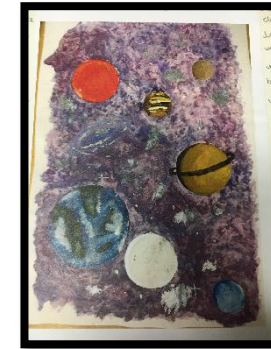
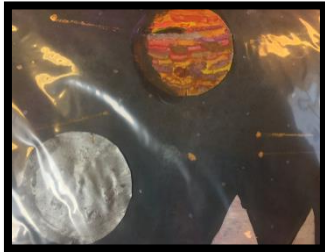
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques (drawing/ shading/ creating texture/ application of pastels/ paints) drawing and painting
- create own papers (marbling/ water colours/ acrylics/ washes)

trailing suitable media- Botley year 6 sketchbook

Make decisions about composition depending on intended effect/ mood



Watercolour and acrylics, year 6 Botley



Collaborative mixed media (collage, paint, pastels, chalk, acrylics and watercolour) year 5/6 Botley

Spring 2

Theme Title: Children of the Blitz

Main focus: Clay sculpture

Explore style of war time artist Henri Moore's 'shelter figures'

Use of line and shading to achieve form. Discuss effect of featureless figures. Explore why Moore chose his subject

Practise style of Moore.

Children draw one another in 'emotive' positions to convey mood.



Introduce figurative sculpture and compare traditional African sculpture with Henry Moore's (English) semi -abstract figurative work as well as Alberto Giacometti (Swiss) Explore similarities and differences in representations and meanings through 'form.' Look at style of modern day Kenyan sculpture deriving meaning from form.

Consider images of modern day refugees or people affected by war. How would Moore have drawn some of these images today? Why is it important to convey modern day events and tragedies through art?

Use recycled, natural and manmade materials/ objects to create 'life' scene of human sculptures to freeze frame. Capture still frames and use to plan sculpture as collaborative piece.



Using photographs, create own clay sculpture

develop clay skills of 'cutting away'.

Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings about the refugee crisis through art.
Describe how own their own investigations and the work of other artist and sculptors have informed their work, comparing different styles and approaches

Summer 1

Year 6 Self Portrait Project ' and year 6 portrait 'identity' mixed media

Drawing from observation

Main Skills: drawing skills, varying tonal qualities (cross hatching, blending, scumbling, proportion)

Element: shading, value, shape, form through techniques

Collage, word art, use of 'Sketchbook' app/ Paint App to edit and enhance images



Year 5: WELCOME TO BOTLEY textiles display (year 5s recurring theme)

Purpose: to create a 'Welcome to Botley' gallery for the school office area entrance inspired by the school grounds

Main Focus: observational drawing, printing, textiles -sewing, line and thread and applique onto fabric

DT: planning for purpose, stitching and making wooden frame for canvas

Artist: Angie Lewin (contemporary print maker) Art history: Matisse

Printing art objectives

Create observational drawings (drawing objectives)

Use real life flowers and plant life in school grounds to create an 'abstract impression'

Create collaborative collages in the style of Matisse to explore negative and positive shape

Develop ideas from a range of sources including focus printing artist, Angie Lewin

Experiment with impressed and relief printing, positive and negative space

Use carving tools and lino to create a print

Trial a range of printmaking techniques including the overlaying of colours and start to overlay prints with other media ([ICT link here](#))

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