

<b>Year A Project 1 –</b>	<b>Milestone 1 (Key Stage 1)</b>	<b>Milestone 2 (Lower Keys Stage 2)</b>	<b>Milestone 3 (Upper Key Stage 2)</b>
	<b>At the Seaside</b>	<b>Cityscape</b>	<b>Exploring Expressionism (Fauvism Landscapes)</b>
<b><u>National Curriculum Coverage</u></b>	to use a range of materials creatively to design and make products ♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ♣ about 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.	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, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.	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, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.
<b>Master Practical Skills</b>	<p><b>Paint:</b></p> <ul style="list-style-type: none"> <li>• Use thick and thin paintbrushes</li> <li>• Mix primary colours to make secondary colours</li> <li>• Add white to colours to make tints.</li> <li>• Add black to colours to make tones.</li> </ul> <p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>• Draw lines of different sizes and thicknesses (you can draw with paint!).</li> <li>• Show pattern and texture by adding dots and lines (you can do this with paint too).</li> </ul> <p><b>Collage:</b></p> <ul style="list-style-type: none"> <li>• Use a combination of materials that are cut, torn and glued.</li> <li>• Sort and arrange materials</li> </ul>	<p><b>Paint:</b></p> <ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> </ul> <p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>• Use different hardnesses of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Use hatching and cross hatching to show tone and texture.</li> </ul> <p><b>Collage:</b></p>	<p><b>Paint:</b></p> <ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> <li>• Develop a personal style of painting and drawing, based on ideas from other artists.</li> </ul> <p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, directions of sunlight)</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> </ul>

		<ul style="list-style-type: none"> <li>• Select and arrange materials for a striking effect.</li> <li>• Ensure work is precise</li> <li>• Use overlapping ... and montage.</li> </ul> <p><b>Sculpture:</b></p> <ul style="list-style-type: none"> <li>• Add materials to provide interesting detail.</li> <li>• Create and combine shapes to produce recognisable forms (e.g. shapes made from nets)</li> </ul> <p><b>Digital Media:</b></p> <ul style="list-style-type: none"> <li>• Create images and explain why they were created – pupils will light and photograph their cityscapes as is it were day/night.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose a style of drawing suitable for the work. (e.g. realistic, impressionistic etc)</li> <li>• Use lines to enhance movement.</li> </ul> <p><b>Collage:</b></p> <ul style="list-style-type: none"> <li>• Mix textures (rough, smooth, plain, patterned).</li> <li>• Combine visual and tactile qualities.</li> </ul> <p><b>Sculpture:</b></p> <ul style="list-style-type: none"> <li>• Combine visual and tactile elements.</li> </ul> <p><b>Digital Media:</b></p> <ul style="list-style-type: none"> <li>• Enhance digital media by editing (pupils will photograph and enhance the photos – change colours to the fauvist colour palette)</li> </ul>
<b>Artists, Designers, Architects and Craftspeople to look at</b>	<ul style="list-style-type: none"> <li>• Joseph Turner</li> <li>• Claude Monet</li> <li>• Edgar Degas</li> </ul>	<ul style="list-style-type: none"> <li>• Johannes Vermeer</li> <li>• Giovanni Antonio Canal (Canaletto)</li> <li>• Gustave Caillebotte</li> <li>• Camille Pissarro</li> <li>• Richard Estes</li> <li>• Yvonne Jacquette</li> </ul>	<ul style="list-style-type: none"> <li>• Henri Matisse</li> <li>• Andre Derain</li> </ul>
<b>Final Outcome</b>	A mixed media seascape using painting, drawing and collage.	A mixed media cityscape with a sculptural element as well as painting, drawing and collage.	A mixed media collage using enhanced digital images as well as drawing, painting, collage and sculpture.

<b>Year A Project 2 –</b>	<b>Milestone 1 (Key Stage 1)</b>	<b>Milestone 2 (Lower Key Stage 2)</b>	<b>Milestone 3 (Upper Key Stage 2)</b>
	<b>In the Jungle</b>	<b>Abstract Art</b>	<b>The Explosion of Pop Art</b>
<b>National Curriculum Coverage</b>	to use a range of materials creatively to design and make products ♣ to use drawing, painting and sculpture to develop and share their ideas,	to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and	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,

	<p>experiences and imagination ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ♣ about 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.</p>	<p>design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.</p>	<p>including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.</p>
<p><b>Master Practical Skills</b></p>	<p><b>Paint:</b></p> <ul style="list-style-type: none"> <li>• Use thick and thin paintbrushes</li> <li>• Mix primary colours to make secondary colours</li> <li>• Add white to colours to make tints.</li> <li>• Add black to colours to make tones.</li> </ul> <p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>• Draw lines of different sizes and thicknesses (you can draw with paint!).</li> <li>• Show pattern and texture by adding dots and lines (you can do this with paint too).</li> </ul> <p><b>Print:</b></p> <ul style="list-style-type: none"> <li>• Use repeating or overlapping shapes.</li> <li>• Mimic print from the environment (animal pattern etc)</li> <li>• Press, roll, rub and stamp to make prints.</li> </ul>	<p><b>Paint:</b></p> <ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. (include sponges?)</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>• Experiment with creating mood with colour.</li> </ul> <p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>• Use different hardnesses of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> </ul> <p><b>Print:</b></p> <ul style="list-style-type: none"> <li>• Use layers of two or more colours</li> <li>• Make printing blocks</li> <li>• Make precise repeated patterns</li> </ul>	<p><b>Draw:</b></p> <ul style="list-style-type: none"> <li>• Choose a style of drawing suitable for the work.</li> </ul> <p><b>Print:</b></p> <ul style="list-style-type: none"> <li>• Build up layers of colour</li> <li>• Create accurate pattern to show fine detail.</li> <li>• Use a range of visual elements (line, tone, texture etc) to reflect the purpose of the work.</li> </ul> <p><b>Textiles:</b></p> <ul style="list-style-type: none"> <li>• Choose from a range of stitching techniques</li> </ul>
<p><b><u>Artists, Designers, Architects</u></b></p>	<ul style="list-style-type: none"> <li>• Henri Rousseau (focus artist)</li> </ul>	<ul style="list-style-type: none"> <li>• Wassily Kandinsky (focus artist)</li> <li>• Mark Rothko</li> <li>• Jackson Pollock</li> </ul>	<ul style="list-style-type: none"> <li>• Roy Lichtenstein</li> <li>• Eduardo Paolozzi</li> <li>• Andy Warhol</li> </ul>

<b>and Craftspeople to look at</b>			<ul style="list-style-type: none"> <li>• Jasper Johns</li> <li>• Robert Rauchenberg</li> </ul>
<b>Final Outcome</b>	Produce a <b>repeated (single colour/layer) print to mimic an animal print</b> – these will be combined to make a huge, whole class OR smaller scale group jungle images in the style of Henri Rousseau.	Produce a <b>multi-layered</b> polystyrene print <b>as well as single layers of textured prints (string glued to printing block)</b> to create a piece of abstract art in the style of Wassily Kandinsky.	Produce a <b>multi-layered textured print</b> in a pop art style on fabric <b>which is stitched into</b> . The pieces will be put together to create a pop art class banner to represent pop culture today.

<b>Year B Project 1 –</b>	<b>Milestone 1 (Key Stage 1)</b>	<b>Milestone 2 (Lower Keys Stage 2)</b>	<b>Milestone 3 (Upper Key Stage 2)</b>
	<b>Food</b>	<b>Animals</b>	<b>A Study of Surrealism</b>
<b>National Curriculum Coverage</b>	to use a range of materials creatively to design and make products ♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ♣ about 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.	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, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.	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, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.
<b>Master Practical Skills</b>	<b>Paint:</b> <ul style="list-style-type: none"> <li>• Use thick and thin brushes</li> <li>• Mix primary colours to make secondary colours.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> </ul> <b>Draw:</b>	<b>Paint:</b> <ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> </ul> <b>Drawing:</b>	<b>Paint:</b> <ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> </ul>

	<ul style="list-style-type: none"> <li>• Draw lines of different sizes and thicknesses</li> <li>• Show pattern and texture by adding lines and dots.</li> <li>• Show different tones by using coloured pencils.</li> </ul> <p><b>Digital Media:</b></p> <ul style="list-style-type: none"> <li>• Use a wide range of tools to create different textures...and shapes (pupils photograph still life set up and digitally edit to make them Cezanne-esque)</li> </ul>	<ul style="list-style-type: none"> <li>• Use different hardnesses of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes)</li> </ul> <p><b>Collage:</b></p> <ul style="list-style-type: none"> <li>• Select and arrange materials for a striking effect.</li> <li>• Ensure work is precise.</li> <li>• Use coiling, <b>overlapping, mosaic and montage.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Develop a personal style of painting and drawing, based on ideas from other artists.</li> </ul> <p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, directions of sunlight)</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work. (e.g. realistic, impressionistic etc)</li> <li>• Use lines to enhance movement.</li> </ul> <p><b>Collage:</b></p> <ul style="list-style-type: none"> <li>• Mix textures (rough, smooth, plain, patterned).</li> <li>• Combine visual and tactile qualities.</li> </ul> <p><b>Sculpture:</b></p> <ul style="list-style-type: none"> <li>• Combine visual and tactile elements.</li> </ul> <p><b>Digital Media:</b></p> <ul style="list-style-type: none"> <li>• Enhance digital media by editing (pupils will photograph and enhance the photos)</li> </ul>
<p><b><u>Artists, Designers, Architects and Craftspeople to look at</u></b></p>	<ul style="list-style-type: none"> <li>• Paul Cezanne</li> <li>• Johannes Vermeer</li> </ul>	<ul style="list-style-type: none"> <li>• Megan Coyle (collage artist)</li> <li>• <a href="#">10 Most Famous Animal Paintings - Artst</a> See this website for various painting which pupils can look at to study fur painting.</li> <li>• Albrecht Durer</li> <li>• George Stubbs</li> </ul>	<ul style="list-style-type: none"> <li>• Salvador Dali</li> <li>• Rene Magritte</li> <li>• Joan Miro</li> <li>• Paul Klee</li> <li>• Marc Chagall</li> </ul>

<b>Final Outcome</b>	A still life <b>painting</b> of food in the style of Paul Cezanne. Pupils will create their own arrangement and discuss reasons for choices.	A <b>painting and a collaged</b> animal (in the style of Megan Coyle and a chosen painter – focus on the element of texture.	A <b>painting, collaged (inc use of enhanced digital media)</b> surrealist piece of work.
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<b>Year B Project 2 –</b>	<b>Milestone 1 (Key Stage 1)</b>	<b>Milestone 2 (Lower Key Stage 2)</b>	<b>Milestone 3 (Upper Key Stage 2)</b>
	<b>The Beauty of Flowers</b>	<b>Myths and Legends</b>	<b>Cultural Tradition in Art</b>
<b>National Curriculum Coverage</b>	to use a range of materials creatively to design and make products ♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ♣ about 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.	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, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.	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, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.
<b>Master Practical Skills</b>	<p><b>Draw:</b></p> <ul style="list-style-type: none"> <li>• Draw lines of different sizes and thicknesses</li> <li>• Show pattern and texture by adding lines and dots.</li> <li>• Show different tones by using coloured pencils/pastels.</li> </ul> <p><b>Textiles:</b></p> <ul style="list-style-type: none"> <li>• Join materials using glue and/or stitch.</li> <li>• Use dip dye techniques</li> </ul>	<p><b>Paint:</b></p> <ul style="list-style-type: none"> <li>• Experiment with colour to create mood. (applied to drawing and pastel studies)</li> </ul> <p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>• Use different hardnesses of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> </ul>	<p><b>Paint:</b></p> <ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece – (applied to drawings in this project.)</li> <li>• Develop a personal style of painting and drawing, based on ideas from other artists.</li> </ul> <p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, directions of sunlight)</li> </ul>

		<ul style="list-style-type: none"> <li>• Use hatching and cross hatching to show tone and texture.</li> </ul> <p><b>Textiles:</b></p> <ul style="list-style-type: none"> <li>• Shape and stitch materials</li> <li>• Colour fabric</li> <li>• Quilt, pad and gather fabric.</li> <li>• Use basic cross stitch</li> </ul>	<ul style="list-style-type: none"> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work. (e.g. realistic, impressionistic etc)</li> </ul> <p><b>Digital Media:</b></p> <ul style="list-style-type: none"> <li>• Enhance digital media by editing (pupils will photograph and enhance the photos)</li> </ul> <p><b>Textiles:</b></p> <ul style="list-style-type: none"> <li>• Show precision in techniques</li> </ul>
<b><u>Artists, Designers, Architects and Craftspeople to look at</u></b>	<ul style="list-style-type: none"> <li>• Georgia O’Keeffe (focus artist)</li> <li>• Marc Quinn</li> <li>• Claude Monet</li> </ul>	<p>Peter Paul Reubens George Frederic Watts Dante Garbriel Rossetti Edward Burne-Jones Joan Jonas</p>	<ul style="list-style-type: none"> <li>• Richard Kimbo</li> </ul>
<b><u>Final Outcome</u></b>	<p>Produce a <b>textile flower (lily)</b> following drawing studies in the style of Georgia O’Keeffe. Pupils will dip dye fabric and use the fabric to form the petals of their flower. They will then embellish it <b>through gluing /stitching fabric and beads</b> to add stamens etc. They should be encouraged to select materials to represent textures.</p>	<p>Produce a <b>textile mythical creature</b>. Pupils will have <b>coloured/dyed/painted their fabric</b> in advance, using marks to represent texture. They will stitch on, beads, other fabrics and use stitching to creature features.</p>	<p>A group <b>batik (special textiles technique)</b> in the style of Ricard Kimbo depicting a typical Altrinham scene (the market). <b>Batik with texture (use of salt) and stitching/embellishment.</b></p> <p>Possibly use the following ‘alternative’ batik method... <a href="#">Toothpaste Batik - Mystic Museum of Art</a> This could be an alternative method if we cannot afford proper resources?</p>