

Art & Design Curriculum Overview

Kapow offers full coverage of the KS1 and KS2 Art & Design curriculum as well as incorporating SMSC development. We have categorised our content into five areas:



Our topics contain five lessons and are designed to be taught in sequential order, with the exception of the *Skills* and *Formal Elements* topics. These two topics feature within each of the year groups and develop the discrete skills and techniques of art, craft and design.

National Curriculum by Kapow Primary's themes and topics

KS1 National Curriculum Art & Design subject content Pupils should be taught to:	Kapow's Art & Design Themes	Kapow Topics	
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	<div style="background-color: #4b297e; color: white; padding: 2px; margin-bottom: 2px;">Making Skills</div> <div style="background-color: #3498db; color: white; padding: 2px; margin-bottom: 2px;">Generating Ideas</div> <div style="background-color: #2980b9; color: white; padding: 2px;">Formal Elements</div>	Y1 At the Seaside Formal Elements , Living Things Skills	Y2 Exploring Human Form Formal Elements Comic and Superheroes Skills
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	<div style="background-color: #2980b9; color: white; padding: 2px; margin-bottom: 2px;">Formal Elements</div> <div style="background-color: #4b297e; color: white; padding: 2px;">Making Skills</div>	Y1 At the Seaside Formal Elements Living Things Skills	Y2 Exploring Human Form Formal Elements Comic and Superheroes Skills
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.	<div style="background-color: #209f8e; color: white; padding: 2px; margin-bottom: 2px;">Knowledge of artists</div> <div style="background-color: #27ae60; color: white; padding: 2px;">Evaluating</div>	Y1 At the Seaside Formal Elements Living Things Skills	Y2 Exploring Human Form Formal Elements Comic and Superheroes Skills

KS2 National Curriculum Art & Design subject content Pupils should be taught to:	Kapow's Art & Design Themes	Kapow Topics			
To create sketch books to record their observations and use them to review and revisit ideas	<div data-bbox="667 391 904 435" style="background-color: #0056b3; color: white; padding: 2px; text-align: center;">Generating Ideas</div> <div data-bbox="667 448 904 499" style="background-color: #333366; color: white; padding: 2px; text-align: center;">Making Skills</div>	Y3 Prehistoric Art Formal Elements Materials Skills	Y4 Every Picture Tells a Story Formal Elements Sculpture Skills	Y5 Every Picture Tells a Story Formal Elements Architecture Design for a Purpose Skills	Y6 Make My Voice Heard Photography Memory Box Skills
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]	<div data-bbox="667 641 904 692" style="background-color: #333366; color: white; padding: 2px; text-align: center;">Making Skills</div> <div data-bbox="667 705 904 750" style="background-color: #0056b3; color: white; padding: 2px; text-align: center;">Formal Elements</div>	Y3 Prehistoric Art Formal Elements Materials Skills	Y4 Every Picture Tells a Story Formal Elements Sculpture Skills	Y5 Every Picture Tells a Story Formal Elements Architecture Design for a Purpose Skills	Y6 Make My Voice Heard Photography Memory Box Skills
About great artists, architects and designers in history	<div data-bbox="622 892 945 943" style="background-color: #007070; color: white; padding: 2px; text-align: center;">Knowledge of artists</div> <div data-bbox="658 956 909 1000" style="background-color: #008040; color: white; padding: 2px; text-align: center;">Evaluating</div>	Y3 Prehistoric Art Formal Elements Materials Skills	Y4 Every Picture Tells a Story Formal Elements Sculpture Skills	Y5 Every Picture Tells a Story Formal Elements Architecture Design for a Purpose Skills	Y6 Make My Voice Heard Photography Memory Box Skills

Overview of Kapow Primary's topics by year

Suggested order	Topic 1 (5 lessons)	Topic 2 (5 lessons)	Topic 3 (5 lessons)	Topic 4 (5 lessons)
Year 1	<p>Formal Elements of Art (Shape, line and colour) Go to topic</p> <p>Using shape, line and colour to create abstract forms, developing mark-making techniques and mixing primary and secondary paint colours</p> <p>1. SHAPE: Abstract Compositions Creating abstract art inspired by artist Beatriz Milhazes Generating Ideas Formal Elements Making Skills Evaluating</p> <p>2. LINE: Exploring Line Creating shapes using string before drawing from observation Generating Ideas Formal Elements Generating Ideas</p> <p>3. LINE: Making Waves Creating a class piece of art inspired by music. Generating Ideas Formal Elements Making</p> <p>4. COLOUR: Making Colours Making secondary colours using play-doh Generating Ideas Formal Elements Generating Ideas</p> <p>5. COLOUR: Painting with Colour Putting into practise colour mixing skills to create work inspired by artist Jasper Johns Generating Ideas Making</p>	<p>Art & Design Skills Go to topic</p> <p>1. Learning about...the artist Louis Wain Generating Ideas in response to artists' work Knowledge of Artists Learning about the work of Louis Wain and responding visually and verbally Evaluating the work of others through discussions</p> <p>2. Painting: Colour Mixing Making Skills Developing skill and control with painting Formal Elements Mixing and applying colour Generating Ideas Understanding how art relates to the world around us Knowledge of Artists The significance of using of colour by artists Evaluating Using the language of art SMSC Representing emotions through colour</p> <p>3. Craft: Printing (Example theme: Great Fire of London) Making Skills Using materials and printmaking techniques Formal Elements Colour, shape, form, and pattern Evaluating Strengths and weaknesses of their work</p> <p>4. Drawing: Experimenting with Media <i>Drawing geometric shapes inspired by the artist Kandinsky</i> Making Skills Drawing using 2D geometric shapes Formal Elements Shape, form, and pattern Generating Ideas for patterns Knowledge of Artists Kandinsky Evaluating Strengths and areas of development within their work</p> <p>5. Design: Lego Printing <i>Creating patterns using Lego bricks</i> Making Skills 2D artwork using printing methods Formal Elements Line, shape, form, colour and pattern Generating Ideas Creating original patterns and designs Evaluating Creating original patterns and designs</p>	<p>Landscapes Using Different Media <i>(Example theme: At the Seaside)</i> Exploring great art to inspire a seaside themed collage and a textured piece Go to topic</p> <p style="text-align: center;">Making Skills</p> <p>Creating textures and mixing colours</p> <p style="text-align: center;">Formal Elements</p> <p>Making colours lighter or darker. Line.</p> <p style="text-align: center;">Generating Ideas</p> <p>Through class discussion</p> <p style="text-align: center;">Knowledge of artists</p> <p>Similarities and differences between works of art</p> <p style="text-align: center;">Evaluating</p> <p>Making connections from artists' work to their own</p>	<p>Sculptures and Collages <i>(Example theme: Living Things)</i> Sculpting 3D forms using clay, newspaper and natural materials Go to topic</p> <p style="text-align: center;">Making Skills</p> <p>Etching patterns into clay</p> <p style="text-align: center;">Formal Elements</p> <p>Creating original artwork based on given themes</p> <p style="text-align: center;">Generating Ideas</p> <p>Through class discussion</p> <p style="text-align: center;">Knowledge of artists</p> <p>Creating a large piece of art</p> <p style="text-align: center;">Evaluating</p> <p>Looking at the artwork of people from around the world SMSC</p>
Cross curric links	SMSC	SMSC	Science	Maths

Suggested order	Topic 1 (5 lessons)	Topic 2 (6 lessons)	Topic 3 (5 lessons)	Topic 4 (5 lessons)
<p>Year</p> <p>2</p>	<p>Formal Elements of Art Go to topic</p> <p>1. PATTERN: Repeating Patterns Identifying and painting repeating patterns Making Skills Formal Elements</p> <p>2. TEXTURE: Taking Rubbings Taking rubbings of different textures Making Skills Formal Elements Generating Ideas</p> <p>3.TEXTURE: Frottage Creating art from rubbings inspired by artist Max Ernst Making Skills Formal Elements Evaluating Knowledge of Artists</p> <p>4. TONE: 3D Pencil Drawings Learning to use pencils to create different tones (inspired by artist Ed Ruscha) Making Skills Formal Elements Knowledge of Artists Evaluating</p> <p>5. TONE: 3D Colour Drawings Creating tonal drawings of the solar system Making Skills Formal Elements</p>	<p>Art & Design Skills Go to topic</p> <p>1.Drawing for fun <i>Creating a piece of art on a theme of their choice</i> Making Skills Developing an interest in drawing, using art for fun and pleasure Generating Ideas Creating art on personal themes that interest them Knowledge of Artists Exploring diverse forms of culturally significant art Evaluating own progress without being too critical of self SMSC Expressing personal feelings and interests</p> <p>2.Drawing: Shading <i>Creating drawings through the application of tone and shading</i> Making Skills Exploring drawing techniques, developing ability to apply tone to create form Formal Elements Understanding line and tone through drawing and shading Knowledge of Artists Critically exploring the work of a famous artist and relating it to own Evaluating Orally describing art forms using language</p> <p>3.Craft: Clay <i>Creating repeating patterns using clay.</i> Making Skills Using 3D clay to create 2D printed patterns and sculptural forms Generating Ideas Working instinctively with materials to create unique designs Formal Elements Advancing understanding of colour and pattern and form Evaluating Development of patterns and making adjustments to improve</p> <p>4.Design: Clarice Cliff Plates <i>Designing a ceramic plate in the style of Clarice Cliff</i> Making Skills Developing techniques in creating 2D art using painting and designing Formal Elements Shape, form, and pattern Generating Ideas Creating own designs to original intentions Knowledge of Artists Applying famous artist techniques to own designs Evaluating Making adjustments where needed to correct and improve outcomes</p> <p>5.Craft: Weaving a Picture <i>Creating a weave to an animal shape design</i> Making Skills Learning the craft skill of weaving through active learning methods Formal Elements Learning about pattern Evaluating Successes and failures of own work to specified intentions SMSC Care in art room with dangerous equipment</p> <p>6.Painting: Rollercoaster Ride <i>Developing painting skills</i> Making Skills Developing skill and control using a paintbrush Formal Elements Exploring colour through sweeping brush strokes Generating Ideas Developing ideas by evaluating work and adding details</p>	<p>Human Form Collage, portraits and sculpture Use the human form as a basis for making art Go to topic</p> <p>Making Skills Creating 2D art to explore their feelings about the world around them</p> <p>Formal Elements Creating textures Learning about tone and colour</p> <p>Generating Ideas Studying natural forms in the world around them and relating it to their own artwork</p> <p>Knowledge of artists Understanding the development of art forms</p> <p>Evaluating Describing the strengths and weaknesses of works of art</p>	<p>Sculpture and Mixed Media <i>(Example theme: Superheroes)</i> Creating a large-scale work of art on a comic theme Go to topic</p> <p>Making Skills Creating 2D art to explore their feelings about the world around them</p> <p>Formal Elements Creating textures Learning about tone and colour</p> <p>Generating Ideas Studying natural forms in the world around them and relating it to their own artwork</p> <p>Knowledge of artists Understanding the development of art forms</p> <p>Evaluating Describing the strengths and weaknesses of works of art</p>
<p>Cross curric links</p>		<p>SMSC</p>	<p>SMSC</p>	

Suggested order	Topic 1 (5 lessons)	Topic 2 (6 lessons)	Topic 3 (5 lessons)	Topic 4 (5 lessons)
Year 3	Formal Elements of Art Go to topic 1. SHAPE: Seeing Simple Shapes Identifying, drawing & labeling shapes around the school Making Skills Formal Elements 2. SHAPE: Geometry Identifying geometric shapes within an object and sketching Making Skills Formal Elements Generating Ideas 3. SHAPE: Working with Wire Creating a wire sculpture Making Skills Formal Elements 4. TONE: The Four Rules of Shading Formal Elements Evaluating 5. TONE: Shading From Light to Dark Formal Elements Evaluating	Art & Design Skills Go to topic 1.Craft and Design: Craft Puppets (3 Lessons) <i>Designing and making 3D puppets</i> Making Skills Designing and making 3D forms using art materials and techniques Generating Ideas Using sketchbooks to record ideas and observations about monsters Knowledge of Artists: Learning how artists make puppets and relating this to their work Evaluating Describing the strengths and weaknesses of their work in light of critical evaluation and making corrections where possible Formal Elements Developing ability to model form in 3D, developing understanding of application of colour to decorate models SMSC Developing the ability to represent ideas and feelings 4. Painting: Tints and Shades <i>Painting templates in light and dark tones</i> Making Skills Developing ability to control the tonal quality of paint. Improving skill and technique when painting Formal Elements Developing ability to use qualities of tone when painting Knowledge of Artists Learning how famous artists used tone in their work 5.Drawing: My Toy Story <i>Drawing toys from observation</i> Making Skills Using a range of drawing and sculptural materials to draw from observation Generating Ideas Expressing thoughts, feelings and observations about objects they Formal Elements Developing use of line, tone and colour through drawing Knowledge of Artists Learning about the work of a cartoon illustrator Evaluating Discussing outcomes of their work, offering opinions and advice to others SMSC Representing feelings and emotions about favourite objects 6.Learning About...Carl Giles <i>Drawing cartoon characters on the theme of 'family'</i> Making Skills Developing drawing skills by identifying and representing key features Generating Ideas Using their sketchbooks to develop ideas Knowledge of Artists Learning about the work of a cartoon artist Evaluating Comparing their work to that of famous artists	Prehistoric Art Drawing, painting and working with charcoal Painting animal designs inspired by cave artists including a class creation and creating paints Go to topic Making Skills Exploring unusual mediums Simplifying to abstract form Developing drawing and painting skills Formal Elements Developing understanding of colour, line and form Generating Ideas Expressing their thoughts and ideas about prehistoric art Knowledge of artists Learning how prehistoric artists created painting materials Evaluating Understanding and reflecting on why early humans created art	Craft <i>(Example theme: Materials)</i> A variety of craft, design and collage activities Go to topic Making Skills Creating a mood board Using 2D materials and craft processes to create art, develop sewing skills Generating Ideas Representing themselves and their family through their art. Knowledge of artists Applying the creative processes of artists and craftspeople to own work. Evaluating Developing a more comprehensive use of the language of art
Cross curric		English, Science, SMSC	History, SMSC	

Suggested order	Topic 1 (5 lessons)	Topic 2 (6 lessons)	Topic 3 (5 lessons)	Topic 4 (5 lessons)
<p>Year 4</p>	<p>Formal Elements of Art <i>Go to topic</i></p> <p>1.TEXTURE: Charcoal Mark <i>Making</i> <i>Creating drawing to represent words and phrases</i> <i>Generating Ideas</i> <i>Formal Elements</i> <i>Evaluating</i></p> <p>2.TEXTURE & PATTERN: Playdough Printing <i>Working with clay tools and creating prints</i> <i>Generating Ideas</i> <i>Formal Elements</i> <i>Making</i> <i>Evaluating</i></p> <p>3.PATTERN: Stamp Printing <i>Making stamps from geometric shapes to create prints</i> <i>Formal Elements</i> <i>Making</i> <i>Evaluating</i></p> <p>4.PATTERN: Reflection & Symmetry <i>creating patterns using symmetry and reflection</i> <i>Generating Ideas</i> <i>Formal Elements</i> <i>Evaluating</i></p> <p>5.PATTERN: Flower of Life <i>Printing</i> <i>Creating a geometric pattern with a compass</i> <i>Generating Ideas</i> <i>Formal Elements</i></p>	<p>Art & Design Skills <i>Go to topic</i></p> <p>1.Learning about...The role of a curator in an art gallery <i>Making Skills</i> Learning how to present and display works of art <i>Knowledge of Artists</i> Developing an understanding of the role of a curator <i>Evaluating</i> Learning how to present, speak and listen like an artist SMSC Engaging with works of art on a personal level</p> <p>2.Design: Optical Illusions <i>Creating an image using a form of printing</i> <i>Making Skills</i> Developing pupil's techniques in using and applying printing methods <i>Formal Elements</i> Developing a greater understanding of pattern to create art <i>Generating Ideas</i> Representing ideas from multiple viewpoints and perspectives <i>Evaluating</i> Using the language of art SMSC Care in art room with dangerous equipment</p> <p>3.Design: Willow Pattern <i>Creating a chinoiserie plate design</i> <i>Making Skills</i> Diluting ink to create different shades and working with this new medium <i>Generating Ideas</i> Discussing key elements of a story to convey SMSC Learning about a Chinese inspired art</p> <p>4.Craft: Soap Sculptures <i>Creating 3D sculptures inspired by Barbara Hepworth</i> <i>Making Skills</i> Learning how to create 3D forms from everyday materials <i>Formal Elements</i> Developing greater understanding of 3D form, design and texture <i>Generating Ideas</i> Expressing ideas and feelings on their own themes and designs <i>Knowledge of Artists</i> Learning how great artists made art and relating this to own work <i>Evaluating</i> Making adjustments where needed to correct and improve outcomes</p> <p>5.Drawing: Still Life Still Life drawing <i>Making Skills</i> Developing techniques using drawing materials, using a pencil in different ways <i>Formal Elements</i> Developing a greater understanding of tone and line through drawing <i>Generating Ideas</i> Recording observations <i>Knowledge of Artists</i> Learning how artist Giorgio Morandi composed his paintings</p> <p>6.Painting: Paul Cezanne Painting in the style of the artist Paul Cezanne <i>Making Skills</i> Developing technical mastery of painting skills <i>Formal Elements</i> Developing use of colour to create mood and emotion <i>Knowledge of Artists</i> Analyzing the paintings of artist Paul Cezanne <i>Evaluating</i> Making adjustments where needed to correct and improve outcomes.</p>	<p>Every Picture Tells a Story Analysing famous artists' works <i>Go to topic</i> Learning how great works of art tell stories via role play, games and analysis</p> <p><i>Formal Elements</i></p> <p>Describing the formal elements in artists work Engaging in critical question and answer sessions through works of art</p> <p><i>Generating Ideas</i></p> <p>Expressing thoughts and feelings through art</p> <p><i>Knowledge of artists</i></p> <p>Learning how artists tell stories in their work, recreating famous works of art, studying it in depth</p> <p><i>Evaluating</i></p> <p>Describing paintings using the correct language of art, critically analysing them SMSC Using art to tell stories</p>	<p>Sculpture Making 3D forms from found and recycled materials <i>Go to topic</i></p> <p><i>Making Skills</i> Learning how to make art from recycled materials, improving their control and mastery of art and design techniques</p> <p><i>Generating Ideas</i> Creating aesthetic and visual effects to decorate and finish work. Using sketchbooks to record ideas</p> <p><i>Knowledge of artists</i> Learning how great artists incorporated political meaning in their work SMSC Learning art from other cultures</p>
<p>Cross curri links</p>	<p>Maths</p>	<p>English, Maths, SMSC</p>	<p>English, SMSC</p>	<p>Geography, Music, Science, SMSC</p>

Suggested order	Topic 1 (5 lessons)	Topic 2 (6 lessons)	Topic 3 (5 lessons)	Topic 4 (5 lessons)
Year 5	<p>Formal Elements of Art: Architecture</p> <p>Go to topic</p> <p>1.House Drawing <i>Drawing from observation</i> Formal Elements Evaluating</p> <p>2.House Monoprints <i>Creating a monoprint from observation</i> Formal Elements Generating Ideas Evaluating</p> <p>3.Hundertwasser House <i>Transforming buildings in a style inspired by the artist Hundertwasser</i> Formal Elements Knowledge of Artists Generating Ideas Evaluating</p> <p>4.Be an Architect <i>Designing a building in an architectural style</i> Formal Elements Generating Ideas Evaluating</p> <p>5.Monument <i>Designing a monument to symbolize a building in an architectural style</i> Formal Elements Making Skills Generating Ideas</p>	<p>Art & Design Skills</p> <p>Go to topic</p> <p>1&2.Packaging Collage Studying familiar packaging to inspire art Making Skills Improving the mastery of drawing and painting skills, learning how to scale art using mathematical processes Generating Ideas Expressing thoughts and feelings about familiar products Evaluating Discussing learning objectives in groups</p> <p>3.Drawing: Picture the Poet Creating visual representations of poetry Making Skills Creating drawings using the continuous line method, using writing to draw forms Generating Ideas Linking artwork to work produced in English poetry lessons Evaluating Discussing and reviewing strengths and weaknesses of outcomes to specified learning criteria SMSC Expressing thoughts and ideas about the world around them</p> <p>4.Drawing: A Walking Line Drawing using observation, imagination and creativity Making Skills Controlling line with a pencil to make detailed drawings Formal Elements Describing lines, textures, shapes using the language of art Generating Ideas Developing personal, imaginative responses to a theme Knowledge of Artists Responding to a famous quote by the artist Paul Klee</p> <p>5.Design: Little Inventors Designing a new invention Making Skills Using sketchbooks to record observations. Improving mastery of using art materials Generating Ideas Creating ideas for inventions for a purpose in their lives Knowledge of Artists Learning how animators and artists invent and create ideas for products Evaluating Using self and peer evaluation to develop ideas and improve outcomes SMSC Expressing thoughts and ideas about the world around them</p> <p>6.Learning About...How Artists Work Creating original art Making Skills Developing skills in chosen medium Generating Ideas Developing and discuss their ideas through sketches Knowledge of Artists Learning about the processes of creating original art</p>	<p>Every Picture Tells a Story Analysing famous artists' works Creating art with messages using cultural art forms</p> <p>Go to topic</p> <p>Making Skills</p> <p>Improving their control of 2D and 3D materials to suit a purpose</p> <p>Formal Elements</p> <p>Developing understanding of colour, line and form</p> <p>Generating Ideas</p> <p>Using thoughts and feelings to review ideas about their culture</p> <p>Knowledge of artists</p> <p>Learning how artists make political statements through their art, e.g. Banksy</p> <p>Evaluating</p> <p>Forming opinions about great artworks and key political events through debate and discussion SMSC Learning about principles such as democracy and the rule of law</p>	<p>Design for Purpose Designing a coat of arms, a hospital room and creating new products</p> <p>Go to topic</p> <p>Making Skills</p> <p>Design, control and manipulate art materials to suit a purpose</p> <p>Formal Elements</p> <p>Build confidence in using colour, shape and pattern</p> <p>Generating Ideas</p> <p>Expressing ideas and feelings about familiar products, designing and inventing new products</p> <p>Knowledge of artists</p> <p>Learning how artists use colour, pattern and shape to create positive visual effects</p> <p>Evaluating</p> <p>Presenting, discussing and critically appraising each other's work using the language of art SMSC Inventing new products that will transform the world around them</p>
Cross curric links	SMSC		English, British values through SMSC development	D&T, English, SMSC

Suggested order	Topic 1 (5 lessons)	Topic 2 (5 lessons)	Topic 3 (6 lessons)	Topic 5 (5 lessons)
<p>Year</p> <p>6</p>	<p>Art & Design Skills</p> <p>Go to topic</p> <p>1.Painting: Impressionism Investigating great impressionists paintings Making Skills Developing mastery of painting techniques Formal Elements Developing understanding of colour through practical painting exercises Generating Ideas Learning how artists represent ideas through painting Knowledge of Artists Understanding techniques of impressionist painters</p> <p>2.Drawing: Zentangle Patterns Using drawing for relaxation Making Skills Improving drawing skills through intuitive pattern making Formal Elements Developing skills in using line, pattern and colour Generating Ideas Helping pupils to achieve mindfulness through art Knowledge of Artists Applying intuitive pattern making to own work Evaluating Peer and small group evaluations to improve outcomes</p> <p>3.Craft: Zentangle Printing Creating repeating patterns using their zentangle designs Making Skills Using polyprint tiles to create elaborate zentangle patterns Formal Elements Developing skill, knowledge and understanding of patterns Generating Ideas Expressing own ideas and feelings through pattern Knowledge of Artists Investigating the structure of William Morris patterns Evaluating Using self and peer review to critically analyse their outcomes</p> <p>4.Design: Making a Hat Making Skills Creating 3D sculptural forms using basic art materials Formal Elements Creating 3D forms from 2D materials Generating Ideas Creating imaginative forms Evaluating Correcting and improving outcomes</p> <p>5.Learning About...the work of Edward Hopper Formal Elements Discussing line, form, colour and patterns in Hopper's work Evaluating Discussing great artists in history Knowledge of Artists Critically deconstructing and analysing a piece of art SMSC Articulating thoughts and feelings orally</p>	<p>Make My Voice Heard</p> <p>Exploring the themes of graffiti art, sculpture, drawing and painting and the messages they carry</p> <p>Go to topic</p> <p>Making Skills</p> <p>Creating 3D forms in clay Developing drawing and painting skills</p> <p>Formal Elements</p> <p>Developing understanding of line, tone and 3D form</p> <p>Generating Ideas</p> <p>Designing ideas for the fourth plinth in Trafalgar Square</p> <p>Knowledge of artists</p> <p>Learning about Kathe Kolwitz's portraits, Picasso's compositions, Wallinger's sculptures and Graffiti</p> <p>Evaluating</p> <p>Correcting and improving outcomes SMSC Understanding the role of art in wider society.</p>	<p>Photography</p> <p>Creating fun and inspirational art using photography, photomontage and drawing methods</p> <p>Go to topic</p> <p>Making Skills</p> <p>Developing skills in making art through digital processes Creating works of art through cutting, tearing and ripping images</p> <p>Generating Ideas</p> <p>Expressing ideas about art through messages, graphics, text and images</p> <p>Knowledge of artists</p> <p>Learning about the work of Hannah Hoch, Jenny Holzer and Edvard Munch</p> <p>Evaluating</p> <p>Critically discussing their own and other's work, adapting and improving work as it progresses SMSC Making art with a wider message for society</p>	<p>Still Life</p> <p><i>(Example theme: Memory Box)</i> Using a range of drawing techniques to create personal interpretations of familiar objects and memories</p> <p>Go to topic</p> <p>Making Skills</p> <p>Developing techniques, including control and use of materials, including negative drawings</p> <p>Formal Elements</p> <p>Learning about line and tone through drawing</p> <p>Generating Ideas</p> <p>Producing personal interpretations of cherished objects</p> <p>Knowledge of artists</p> <p>Investigating the work of Cezanne, Fumke and Nicholson</p> <p>Evaluating</p> <p>Critically reviewing results and outcomes in light of evaluation SMSC Representing memories and experiences of their time at school</p>
<p>Cross curric links</p>	<p>English SMSC</p>	<p>SMSC</p>	<p>SMSC</p>	<p>SMSC</p>

