



## *Art & Design - Mixed age planning*

Kapow Primary 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:

Making skills

Generating ideas

Formal elements

Knowledge of artists

Evaluating

Our units contain five lessons. The lessons are designed to be taught in sequential order, except for the Skills and Formal elements units that can be taught in any order. These two units feature within each of the year groups and develop the discrete skills and techniques of art, craft and design.

For mixed-age classes, we have suggested a two-year cycle:

For example, if you have a class of mixed year 2 and 3 children, then you could teach year 2 units for the first (year) cycle and year 3 units for the second (year) cycle.

It will very much depend on how your school organises mixed age groups.

<p><b>Key stage 1 - National Curriculum art &amp; design subject content</b></p> <p>Pupils should be taught to:</p>	<p>Kapow Primary's art &amp; design areas</p>	<p>Kapow Primary's units</p>	
		<p>KS1 First year of cycle</p>	<p>KS1 Second year of cycle</p>
<p>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</p>	<p>Making skills</p> <p>Generating ideas</p> <p>Formal elements</p>	<p><a href="#">Landscapes using different media</a>  <a href="#">Formal elements</a>  <a href="#">Sculptures and collages</a>  <a href="#">Art and design skills</a></p>	<p><a href="#">Human form</a>  <a href="#">Formal elements</a>  <a href="#">Sculpture and mixed media</a>  <a href="#">Art and design skills</a></p>
<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Making skills</p> <p>Formal elements</p>	<p><a href="#">Landscapes using different media</a>  <a href="#">Formal elements</a>  <a href="#">Sculptures and collages</a>  <a href="#">Art and design skills</a></p>	<p><a href="#">Human form</a>  <a href="#">Formal elements</a>  <a href="#">Sculpture and mixed media</a>  <a href="#">Art and design skills</a></p>
<p>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>Knowledge of artists</p> <p>Evaluating</p>	<p><a href="#">Landscapes using different media</a>  <a href="#">Formal elements</a>  <a href="#">Sculptures and collages</a>  <a href="#">Art and design skills</a></p>	<p><a href="#">Human form</a>  <a href="#">Formal elements</a>  <a href="#">Sculpture and mixed media</a>  <a href="#">Art and design skills</a></p>

Key stage 1 - National Curriculum art & design subject content	Kapow Primary's art & design areas	Kapow Primary's units			
		Y3/4 First year of cycle	Y3/Y4 Second year of cycle	Y5/6 First year of cycle	Y5/Y6 Second year of cycle
Pupils should be taught to:					
To create sketch books to record their observations and use them to review and revisit ideas	<p><b>Making skills</b></p> <p><b>Generating ideas</b></p>	<a href="#">Prehistoric art</a> <a href="#">Formal elements</a> <a href="#">Craft</a> <a href="#">Art and design skills</a>	<a href="#">Every picture tells a story</a> <a href="#">Formal elements</a> <a href="#">Sculpture</a> <a href="#">Art and design skills</a>	<a href="#">Every picture tells a story</a> <a href="#">Formal elements: architecture</a> <a href="#">Design for a purpose</a> <a href="#">Art and design skills</a>	<a href="#">Make my voice heard</a> <a href="#">Photography</a> <a href="#">Still life</a> <a href="#">Art and design skills</a>
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]	<p><b>Making skills</b></p> <p><b>Formal elements</b></p>	<a href="#">Prehistoric art</a> <a href="#">Formal elements</a> <a href="#">Craft</a> <a href="#">Art and design skills</a>	<a href="#">Every picture tells a story</a> <a href="#">Formal elements</a> <a href="#">Sculpture</a> <a href="#">Art and design skills</a>	<a href="#">Every picture tells a story</a> <a href="#">Formal elements: architecture</a> <a href="#">Design for a purpose</a> <a href="#">Art and design skills</a>	<a href="#">Make my voice heard</a> <a href="#">Photography</a> <a href="#">Still life</a> <a href="#">Art and design skills</a>
About great artists, architects and designers in history	<p><b>Knowledge of artists</b></p> <p><b>Evaluating</b></p>	<a href="#">Prehistoric art</a> <a href="#">Formal elements</a> <a href="#">Craft</a> <a href="#">Art and design skills</a>	<a href="#">Every picture tells a story</a> <a href="#">Formal elements</a> <a href="#">Sculpture</a> <a href="#">Art and design skills</a>	<a href="#">Every picture tells a story</a> <a href="#">Formal elements: architecture</a> <a href="#">Design for a purpose</a> <a href="#">Art and design skills</a>	<a href="#">Make my voice heard</a> <a href="#">Photography</a> <a href="#">Still life</a> <a href="#">Art and design skills</a>

KS1 - First year of cycle	Formal elements of art (Shape, line and colour) (5 lessons) <a href="#">Go to unit</a>	Art & design skills (5 lessons) <a href="#">Go to unit</a>	Landscapes using different media (5 lessons) (Example theme: at the seaside) Exploring great art to inspire a seaside themed collage and a textured piece <a href="#">Go to unit</a>	Sculptures and collages (5 lessons) (Example theme: Living things) Sculpting 3D forms using clay, newspaper and natural materials <a href="#">Go to unit</a>
	<p><b>1. Shape: abstract compositions</b> Creating abstract art inspired by artist Beatriz Milhazes <b>Generating ideas</b> <b>Formal elements</b> <b>Making skills</b> Evaluating</p> <p><b>2. Line: exploring line</b> Creating shapes using string before drawing from observation <b>Generating ideas</b> <b>Formal elements</b></p> <p><b>3. Line: making waves</b> Creating a class piece of art inspired by music. <b>Generating ideas</b> <b>Formal elements</b> <b>Making skills</b></p> <p><b>4. Colour: making colours</b> Making secondary colours using play-doh <b>Generating ideas</b> <b>Formal elements</b></p>	<p><b>1. Learning about...the artist Louis Wain</b> <b>Generating ideas</b> in response to artists' work <b>Knowledge of artists</b> Learning about the work of Louis Wain and responding visually and verbally Evaluating the work of others through discussions</p> <p><b>2. Painting: colour mixing</b> <b>Making skills</b> Developing skill and control with painting <b>Formal elements</b> Mixing and applying colour <b>Generating ideas</b> Understanding how art relates to the world around us <b>Knowledge of artists</b> The significance of using of colour by artists Evaluating Using the language of art <b>SMSC</b> Representing emotions through colour</p> <p><b>3. Craft: printing (example theme: Great Fire of London)</b> <b>Making skills</b> Using materials and printmaking techniques <b>Formal elements</b> Colour, shape, form, and pattern Evaluating Strengths and weaknesses of their work</p> <p><b>4. Drawing: experimenting with media</b> Drawing geometric shapes inspired by the artist Kandinsky <b>Making skills</b> Drawing using 2D geometric shapes <b>Formal elements</b> Shape, form, and pattern <b>Generating ideas</b> for patterns <b>Knowledge of artists</b> Kandinsky Evaluating Strengths and areas of development within their work</p> <p><b>5. Design: lego printing</b> Creating patterns using Lego bricks <b>Making skills</b> 2D artwork using printing methods <b>Formal elements</b> Line, shape, form, colour and pattern <b>Generating ideas</b> Creating original patterns and designs Evaluating Creating original patterns and designs</p>	<p><b>Making skills</b> Creating textures and mixing colours</p> <p><b>Formal elements</b> Making colours lighter or darker</p> <p><b>Generating ideas</b> Through class discussion</p> <p><b>Knowledge of artists</b> Similarities and differences between works of art</p> <p><b>Evaluating</b> Making connections from artists' work to their own</p>	<p><b>Making skills</b> Etching patterns into clay</p> <p><b>Formal elements</b> Creating original artwork based on given themes</p> <p><b>Generating ideas</b> Through class discussion</p> <p><b>Knowledge of artists</b> Creating a large piece of art</p> <p><b>Evaluating</b> Looking at the artwork of people from around the world <b>SMSC</b></p>
Cross curricular links	SMSC	SMSC	Science	Maths

<p>KS1 - Second year of cycle</p>	<p>Formal elements of art (5 lessons) <a href="#">Go to unit</a></p>	<p>Art &amp; design skills (6 lessons) <a href="#">Go to unit</a></p>	<p>Human form (5 lessons) Collage, portraits and sculpture. Use the human form as a basis for making art <a href="#">Go to unit</a></p>	<p>Sculpture and mixed media (5 lessons) (Example theme: superheroes) Creating a large-scale work of art on a comic theme <a href="#">Go to unit</a></p>
	<p><b>1. Pattern: repeating patterns</b> Identifying and painting repeating patterns <b>Making skills</b> <b>Formal elements</b></p> <p><b>2. Texture: taking rubbings</b> Taking rubbings of different textures <b>Making skills</b> <b>Formal elements</b> <b>Generating ideas</b></p> <p><b>3. Texture: frottage</b> Creating art from rubbings inspired by artist Max Ernst <b>Making skills</b> <b>Formal elements</b> Evaluating <b>Knowledge of artists</b></p> <p><b>4. Tone: 3D pencil drawings</b> Learning to use pencils to create different tones (inspired by artist Ed Ruscha) <b>Making skills</b> <b>Formal elements</b> <b>Knowledge of artists</b> Evaluating</p> <p><b>5. Tone: 3D colour drawings</b> Creating tonal drawings of the solar system <b>Making skills</b> <b>Formal elements</b></p>	<p><b>1. Drawing for fun</b> Creating a piece of art on a theme of their choice <b>Making skills</b> Developing an interest in drawing, using art for fun and pleasure <b>Generating ideas</b> Creating art on personal themes that interest them <b>Knowledge of artists</b> Exploring diverse forms of culturally significant art Evaluating own progress without being too critical of self <b>SMSC</b> Expressing personal feelings and interests</p> <p><b>2. Drawing: shading</b> Creating drawings through the application of tone and shading <b>Making skills</b> Exploring drawing techniques, developing ability to apply tone to create form <b>Formal elements</b> Understanding line and tone through drawing and shading <b>Knowledge of artists</b> Critically exploring the work of a famous artist and relating it to own <b>Evaluating</b> Orally describing art forms using language</p> <p><b>3. Craft: clay</b> Creating repeating patterns using clay. <b>Making skills</b> Using 3D clay to create 2D printed patterns and sculptural forms <b>Generating ideas</b> Working instinctively with materials to create unique designs <b>Formal elements</b> Advancing understanding of colour and pattern and form <b>Evaluating</b> Development of patterns and making adjustments to improve</p> <p><b>4. Design: clarice cliff plates</b> Designing a ceramic plate in the style of Clarice Cliff <b>Making skills</b> Developing techniques in creating 2D art using painting and designing <b>Formal elements</b> Shape, form, and pattern <b>Generating ideas</b> Creating own designs to original intentions. <b>Knowledge of artists</b> Applying famous artist techniques to own designs <b>Evaluating</b> Making adjustments where needed to correct and improve outcomes</p> <p><b>5. Craft: weaving a picture</b> Creating a weave to an animal shape design <b>Making skills</b> Learning the craft skill of weaving through active learning methods</p>	<p><b>Making skills</b> Creating 2D art to explore their feelings about the world around them</p> <p><b>Formal elements</b> Creating textures Learning about tone and colour</p> <p><b>Generating ideas</b> Studying natural forms in the world around them and relating it to their own artwork</p> <p><b>Knowledge of artists</b> Understanding the development of art forms</p> <p><b>Evaluating</b> Describing the strengths and weaknesses of works of art</p>	<p><b>Making skills</b> Creating 2D art to explore their feelings about the world around them</p> <p><b>Formal elements</b> Creating textures Learning about tone and colour</p> <p><b>Generating ideas</b> Studying natural forms in the world around them and relating it to their own artwork</p> <p><b>Knowledge of artists</b> Understanding the development of art forms</p> <p><b>Evaluating</b> Describing the strengths and weaknesses of works of art</p>

<p>KS1 Second year of cycle</p>	<p>Formal elements of art (5 lessons) <a href="#">Go to unit</a></p>	<p>Art &amp; design skills (6 lessons) <a href="#">Go to unit</a></p>	<p>Human form (5 lessons) Collage, portraits and sculpture. Use the human form as a basis for making art <a href="#">Go to unit</a></p>	<p>Sculpture and mixed media (5 lessons) (Example theme: superheroes) Creating a large-scale work of art on a comic theme <a href="#">Go to unit</a></p>
		<p><b>Formal elements</b> Learning about pattern <b>Evaluating</b> Successes and failures of own work to specified intentions <b>SMSC</b> Care in art room with dangerous equipment   <b>6. Painting: rollercoaster ride</b>            Developing painting skills  <b>Making skills</b> Developing skill and control using a paintbrush  <b>Formal elements</b> Exploring colour through sweeping brush strokes  <b>Generating ideas</b> Developing ideas by evaluating work and adding details</p>		
<p>Cross curricular links</p>		<p>SMSC</p>	<p>SMSC</p>	

Lower KS2 - First year of cycle	Formal elements of art (5 lessons) <a href="#">Go to unit</a>	Art & design skills (6 lessons) <a href="#">Go to unit</a>	Prehistoric art (5 lessons) Drawing, painting and working with charcoal Painting animal designs inspired by cave artists including a class creation and creating paints <a href="#">Go to unit</a>	Craft (5 lessons) (Example theme: Materials) A variety of craft, design and collage activities <a href="#">Go to unit</a>
	<p><b>1. Shape: seeing simple shapes</b> Identifying, drawing &amp; labelling shapes around the school <b>Making skills</b> <b>Formal elements</b></p> <p><b>2. Shape: geometry</b> Identifying geometric shapes within an object and sketching <b>Making skills</b> <b>Formal elements</b> <b>Generating ideas</b></p> <p><b>3. Shape: working with wire</b> Creating a wire sculpture <b>Making skills</b> <b>Formal elements</b></p> <p><b>4. Tone: the four rules of shading</b> <b>Formal elements</b> Evaluating</p> <p><b>5. Tone: shading from light to dark</b> <b>Formal elements</b> Evaluating</p>	<p><b>1. Craft and design: craft puppets (3 lessons)</b> Designing and making 3D puppets <b>Making skills</b> Designing and making 3D forms using art materials and techniques <b>Generating ideas</b> Using sketchbooks to record ideas and observations about monsters <b>Knowledge of artists</b> Learning how artists make puppets and relating this to their work <b>Evaluating</b> Describing the strengths and weaknesses of their work in light of critical evaluation and making corrections where possible <b>Formal elements</b> Developing ability to model form in 3D, developing understanding of application of colour to decorate models <b>SMSC</b> Developing the ability to represent ideas and feelings</p> <p><b>4. Painting: tints and shades</b> Painting templates in light and dark tones <b>Making skills</b> Developing ability to control the tonal quality of paint. Improving skill and technique when painting <b>Formal elements</b> Developing ability to use qualities of tone when painting <b>Knowledge of artists</b> Learning how famous artists used tone in their work</p> <p><b>5. Drawing: my toy story</b> Drawing toys from observation <b>Making skills</b> Using a range of drawing and sculptural materials to draw from observation <b>Generating ideas</b> Expressing thoughts, feelings and observations about objects they <b>Formal elements</b> Developing use of line, tone and colour through drawing <b>Knowledge of artists</b> Learning about the work of a cartoon illustrator <b>Evaluating</b> Discussing outcomes of their work, offering opinions and advice to others <b>SMSC</b> Representing feelings and emotions about favourite objects</p> <p><b>6. Learning about...Carl Giles</b> Drawing cartoon characters on the theme of 'family' <b>Making skills</b> Developing drawing skills by identifying and representing key features <b>Generating ideas</b> Using their sketchbooks to develop ideas <b>Knowledge of artists</b> Learning about the work of a cartoon artist <b>Evaluating</b> Comparing their work to that of famous artists</p>	<p><b>Making skills</b> Exploring unusual mediums Simplifying to abstract form Developing drawing and painting skills</p> <p><b>Formal elements</b> Developing understanding of colour, line and form</p> <p><b>Generating ideas</b> Expressing their thoughts and ideas about prehistoric art</p> <p><b>Knowledge of artists</b> Learning how prehistoric artists created painting materials</p> <p><b>Evaluating</b> Understanding and reflecting on why early humans created art</p>	<p><b>Making skills</b> Creating a mood board Using 2D materials and craft processes to create art, develop sewing skills</p> <p><b>Generating ideas</b> Representing themselves and their family through their art</p> <p><b>Knowledge of artists</b> Applying the creative processes of artists and craftspeople to own work.</p> <p><b>Evaluating</b> Developing a more comprehensive use of the language of art</p>
Cross curricular links		English, Science, SMSC	History, SMSC	



<p>Lower KS2 - Second year of cycle</p>	<p>Formal elements of art (5 lessons) <a href="#">Go to unit</a></p>	<p>Art &amp; design skills (6 lessons) <a href="#">Go to unit</a></p>	<p>Every picture tells a story (5 lessons) Analysing famous artists' works Learning how great works of art tell stories via role play, games and analysis <a href="#">Go to unit</a></p>	<p>Sculpture (5 lessons) Making 3D forms from found and recycled materials <a href="#">Go to unit</a></p>
	<p><b>1. Texture: charcoal mark</b> Creating drawing to represent words and phrases <b>Generating ideas</b> <b>Formal elements</b> Evaluating</p> <p><b>2. Texture &amp; pattern: playdough printing</b> Working with clay tools and creating prints <b>Generating ideas</b> <b>Formal elements</b> <b>Making skills</b> Evaluating</p> <p><b>3. Pattern: stamp printing</b> Making stamps from geometric shapes to create prints <b>Formal elements</b> <b>Making skills</b> Evaluating</p> <p><b>4. Pattern: reflection &amp; symmetry</b> Creating patterns using symmetry and reflection <b>Generating ideas</b> <b>Formal elements</b> Evaluating</p> <p><b>5. Pattern: flower of life printing</b> Creating a geometric pattern with a compass <b>Generating ideas</b> <b>Formal elements</b></p>	<p><b>1. Learning about...the role of a curator in an art gallery</b> <b>Making skills</b> Learning how to present and display works of art <b>Knowledge of artists</b> Developing an understanding of the role of a curator <b>Evaluating</b> Learning how to present, speak and listen like an artist <b>SMSC</b> Engaging with works of art on a personal level</p> <p><b>2. Design: optical illusions</b> Creating an image using a form of printing <b>Making skills</b> Developing pupil's techniques in using and applying printing methods <b>Formal elements</b> Developing a greater understanding of pattern to create art <b>Generating ideas</b> Representing ideas from multiple viewpoints and perspectives <b>Evaluating</b> Using the language of art <b>SMSC</b> Care in art room with dangerous equipment</p> <p><b>3. Design: willow pattern</b> Creating a chinoiserie plate design <b>Making skills</b> Diluting ink to create different shades and working with this new medium <b>Generating ideas</b> Discussing key elements of a story to convey <b>SMSC</b> Learning about a Chinese inspired art</p> <p><b>4. Craft: soap sculptures</b> Creating 3D sculptures inspired by Barbara Hepworth <b>Making skills</b> Learning how to create 3D forms from everyday materials <b>Formal elements</b> Developing greater understanding of 3D form, design and texture <b>Generating ideas</b> Expressing ideas and feelings on their own themes and designs <b>Knowledge of artists</b> Learning how great artists made art and relating this to own work <b>Evaluating</b> Making adjustments where needed to correct and improve outcomes</p> <p><b>5. Drawing: still life</b> Still Life drawing <b>Making skills</b> Developing techniques using drawing materials, using a pencil in different ways <b>Formal elements</b> Developing a greater understanding of tone and line through drawing <b>Generating ideas</b> Recording observations <b>Knowledge of artists</b> Learning how artist Giorgio Morandi composed his paintings</p>	<p><b>Formal elements</b> Describing the formal elements in artists work Engaging in critical question and answer sessions through works of art</p> <p><b>Generating ideas</b> Expressing thoughts and feelings through art</p> <p><b>Knowledge of artists</b> Learning how artists tell stories in their work, recreating famous works of art, studying it in depth</p> <p><b>Evaluating</b> Describing paintings using the correct language of art, critically analysing them <b>SMSC</b> Using art to tell stories</p>	<p><b>Making skills</b> Learning how to make art from recycled materials, improving their control and mastery of art and design techniques</p> <p><b>Generating ideas</b> Creating aesthetic and visual effects to decorate and finish work. Using sketchbooks to record ideas</p> <p><b>Knowledge of artists</b> Learning how great artists incorporated political meaning in their work <b>SMSC</b> Learning art from other cultures</p>



Lower KS2 - Second year of cycle	Formal elements of Art (5 lessons) <a href="#">Go to unit</a>	Art & design Skills (6 lessons) <a href="#">Go to unit</a>	Every picture tells a story (5 lessons) Analysing famous artists' works Learning how great works of art tell stories via role play, games and analysis <a href="#">Go to unit</a>	Sculpture (5 lessons) Making 3D forms from found and recycled materials <a href="#">Go to unit</a>
		<p><b>6. Painting: Paul Cezanne</b> Painting in the style of the artist Paul Cezanne  <b>Making skills</b> Developing technical mastery of painting skills  <b>Formal elements</b> Developing use of colour to create mood and emotion  <b>Knowledge of artists</b> Analysing the paintings of artist Paul Cezanne  <b>Evaluating</b> Making adjustments where needed to correct and improve outcomes</p>		
Cross curricular links	Maths	English, Maths, SMSC	English, SMSC	Geography, Music, Science, SMSC

Upper KS2 - First year of cycle	Formal elements of art: architecture (5 lessons) <a href="#">Go to unit</a>	Art & design skills (6 lessons) <a href="#">Go to unit</a>	Every picture tells a story (3 lessons)  Analysing famous artists' works Creating art with messages using cultural art forms <a href="#">Go to unit</a>	Design for purpose (5 lessons)  Designing a coat of arms, a hospital room and creating new products <a href="#">Go to unit</a>
	<p><b>1. House drawing</b> Drawing from observation <b>Formal elements</b> Evaluating</p> <p><b>2. House monoprints</b> Creating a monoprint from observation <b>Formal elements</b> <b>Generating ideas</b> Evaluating</p> <p><b>3. Hundertwasser house</b> Transforming buildings in a style inspired by the artist Hundertwasser <b>Formal elements</b> <b>Knowledge of artists</b> <b>Generating ideas</b> Evaluating</p> <p><b>4. Be an architect</b> Designing a building in an architectural style <b>Formal elements</b> <b>Generating ideas</b> Evaluating</p> <p><b>5. Monument</b> Designing a monument to symbolize a building in an architectural style <b>Formal elements</b> <b>Making skills</b> <b>Generating ideas</b></p>	<p><b>1&amp;2. Packaging collage</b> Studying familiar packaging to inspire art <b>Making skills</b> Improving the mastery of drawing and painting skills, learning how to scale art using mathematical processes <b>Generating ideas</b> Expressing thoughts and feelings about familiar products Evaluating Discussing learning objectives in groups</p> <p><b>3. Drawing: picture the poet</b> Creating visual representations of poetry <b>Making skills</b> Creating drawings using the continuous line method, using writing to draw forms <b>Generating ideas</b> Linking artwork to work produced in English poetry lessons Evaluating Discussing and reviewing strengths and weaknesses of outcomes to specified learning criteria <b>SMSC</b> Expressing thoughts and ideas about the world around them</p> <p><b>4. Drawing: a walking line</b> Drawing using observation, imagination and creativity <b>Making skills</b> Controlling line with a pencil to make detailed drawings <b>Formal elements</b> Describing lines, textures, shapes using the language of art <b>Generating ideas</b> Developing personal, imaginative responses to a theme <b>Knowledge of artists</b> Responding to a famous quote by the artist Paul Klee</p> <p><b>5. Design: little inventors</b> Designing a new invention <b>Making skills</b> Using sketchbooks to record observations. Improving mastery of using art materials <b>Generating ideas</b> Creating ideas for inventions for a purpose in their lives <b>Knowledge of artists</b> Learning how animators and artists invent and create ideas for products Evaluating Using self and peer evaluation to develop ideas and improve outcomes <b>SMSC</b> Expressing thoughts and ideas about the world around them</p>	<p><b>Making skills</b> Improving their control of 2D and 3D materials to suit a purpose</p> <p><b>Formal elements</b> Developing understanding of colour, line and form</p> <p><b>Generating ideas</b> Using thoughts and feelings to review ideas about their culture</p> <p><b>Knowledge of artists</b> Learning how artists make political statements through their art, e.g. Banksy</p> <p><b>Evaluating</b> Forming opinions about great artworks and key political events through debate and discussion <b>SMSC</b> Learning about principles such as democracy and the rule of law</p>	<p><b>Making skills</b> Design, control and manipulate art materials to suit a purpose</p> <p><b>Formal elements</b> Build confidence in using colour, shape and pattern</p> <p><b>Generating ideas</b> Expressing ideas and feelings about familiar products, designing and inventing new products</p> <p><b>Knowledge of artists</b> Learning how artists use colour, pattern and shape to create positive visual effects</p> <p><b>Evaluating</b> Presenting, discussing and critically appraising each other's work using the language of art <b>SMSC</b> Inventing new products that will transform the world around them</p>

Upper KS2 - First year of cycle	Formal elements of art: architecture (5 lessons) <a href="#">Go to unit</a>	Art & design skills (6 lessons) <a href="#">Go to unit</a>	Every picture tells a story (3 lessons)  Analysing famous artists' works Creating art with messages using cultural art forms <a href="#">Go to unit</a>	Design for purpose (5 lessons)  Designing a coat of arms, a hospital room and creating new products <a href="#">Go to unit</a>
		<p><b>6. Learning about...how artists work</b>            Creating original art  <b>Making skills</b> Developing skills in chosen medium  <b>Generating ideas</b> Developing and discuss their ideas through sketches  <b>Knowledge of artists</b> Learning about the processes of creating original art</p>		
Cross curricular links	SMSC		English, British values through SMSC development	D&T, English, SMSC

Upper KS2 - Second year of cycle	<p>Art &amp; design skills (5 lessons)</p> <p><a href="#">Go to unit</a></p>	<p>Make my voice heard (5 lessons)</p> <p>Exploring the themes of graffiti art, sculpture, drawing and painting and the messages they carry</p> <p><a href="#">Go to unit</a></p>	<p>Photography (6 lessons)</p> <p>Creating fun and inspirational art using photography, photomontage and drawing methods</p> <p><a href="#">Go to unit</a></p>	<p>Still life (5 lessons)</p> <p>(Example theme: Memory box)</p> <p>Using a range of drawing techniques to create personal interpretations of familiar objects and memories</p> <p><a href="#">Go to unit</a></p>
	<p><b>1. Painting: impressionism</b> Investigating great impressionists paintings <b>Making skills</b> Developing mastery of painting techniques <b>Formal elements</b> Developing understanding of colour through practical painting exercises <b>Generating ideas</b> Learning how artists represent ideas through painting <b>Knowledge of artists</b> Understanding techniques of impressionist painters</p> <p><b>2. Drawing: zentangle patterns</b> Using drawing for relaxation <b>Making skills</b> Improving drawing skills through intuitive pattern making <b>Formal elements</b> Developing skills in using line, pattern and colour <b>Generating ideas</b> Helping pupils to achieve mindfulness through art <b>Knowledge of artists</b> Applying intuitive pattern making to own work <b>Evaluating</b> Peer and small group evaluations to improve outcomes</p> <p><b>3. Craft: zentangle printing</b> Creating repeating patterns using their zentangle designs <b>Making skills</b> Using polyprint tiles to create elaborate zentangle patterns <b>Formal elements</b> Developing skill, knowledge and understanding of patterns <b>Generating ideas</b> Expressing own ideas and feelings through pattern <b>Knowledge of artists</b> Investigating the structure of William Morris patterns <b>Evaluating</b> Using self and peer review to critically analyse their outcomes</p> <p><b>4. Design: making a hat</b> <b>Making skills</b> Creating 3D sculptural forms using basic art materials <b>Formal elements</b> Creating 3D forms from 2D materials <b>Generating ideas</b> Creating imaginative forms <b>Evaluating</b> Correcting and improving outcomes</p> <p><b>5. Learning about...the work of Edward Hopper</b> <b>Formal elements</b> Discussing line, form, colour and patterns in Hopper's work <b>Evaluating</b> Discussing great artists in history <b>Knowledge of artists</b> Critically deconstructing and analysing a piece of art <b>SMSC</b> Articulating thoughts and feelings orally</p>	<p><b>Making skills</b> Creating 3D forms in clay Developing drawing and painting skills</p> <p><b>Formal elements</b> Developing understanding of line, tone and 3D form</p> <p><b>Generating ideas</b> Designing ideas for the fourth plinth in Trafalgar Square</p> <p><b>Knowledge of artists</b> Learning about Kathe Kolwitz's portraits, Picasso's compositions, Wallinger's sculptures and Graffiti</p> <p><b>Evaluating</b> Correcting and improving outcomes <b>SMSC</b> Understanding the role of art in wider society.</p>	<p><b>Making skills</b> Developing skills in making art through digital processes Creating works of art through cutting, tearing and ripping images</p> <p><b>Generating ideas</b> Expressing ideas about art through messages, graphics, text and images</p> <p><b>Knowledge of artists</b> Learning about the work of Hannah Hoch, Jenny Holzer and Edvard Munch</p> <p><b>Evaluating</b> Critically discussing their own and other's work, adapting and improving work as it progresses <b>SMSC</b> Making art with a wider message for society</p>	<p><b>Making skills</b> Developing techniques, including control and use of materials, including negative drawings</p> <p><b>Formal elements</b> Learning about line and tone through drawing</p> <p><b>Generating ideas</b> Producing personal interpretations of cherished objects</p> <p><b>Knowledge of artists</b> Investigating the work of Cezanne, Fumke and Nicholson</p> <p><b>Evaluating</b> Critically reviewing results and outcomes in light of evaluation <b>SMSC</b> Representing memories and experiences of their time at school</p>
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