

Bleak Hill Primary School Art Portfolio

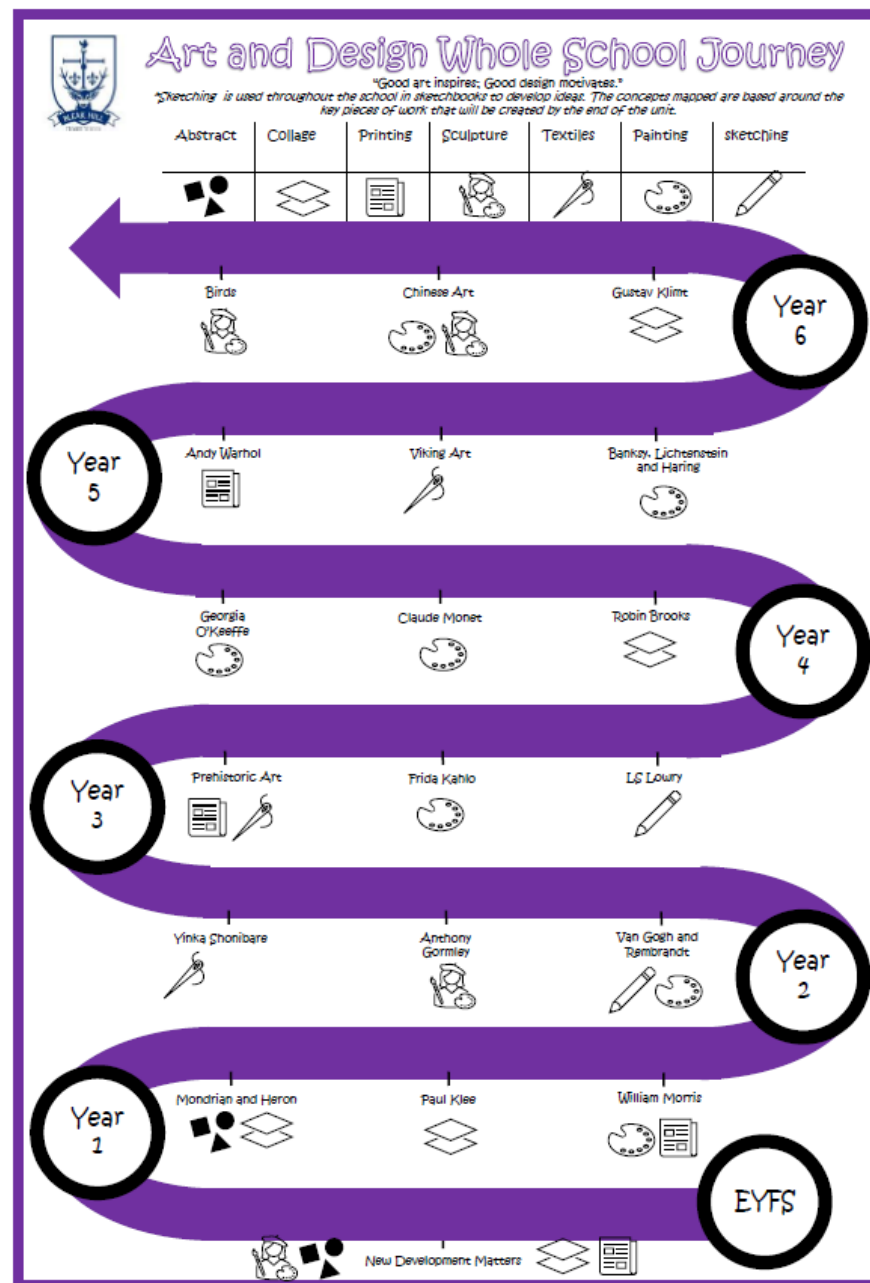


Whole School Overview





	Autumn	Spring	Summer
EYFS	Abstract Wassily Kandinsky	Collage and Printing Andy Goldsworthy	Sculpture Giuseppe Arcimboldo
Year 1	Abstract Piet Mondrian and Patrick Heron	Collage Paul Klee	Painting/Printing Colour Creations/William Morris
Year 2	Painting/ Portraits Vincent Van Gogh, Rembrandt	Sculpture Anthony Gormley	Textiles Yinka Shonibare
Year 3	Printing /Textiles Prehistoric Art	Painting/ Surrealism Frida Kahlo	Sketching Local Landscapes LS Lowry
Year 4	Collage Robin Brooks	Impressionism Claude Monet	Modernism Georgia O'Keeffe
Year 5	Printing Andy Warhol (digital art)	Textiles Viking Art	Post Modernism Banksy, Roy Lichtenstein and Keith Haring
Year 6	Symbolism/ Collage Gustav Klimt	Sculpture/Painting Chinese Art	Sculpture Birds

Art concepts

Concept	What does it mean and why do we learn it?
Textiles	The word textile commonly means woven or knitted cloth. Lace, felt, and many other kinds of cloth are considered textiles, too. Even nets, rope, and yarn may be called textiles. People use textiles to make clothing, towels, sheets, table linens, carpets, boat sails, flags, and many other things. The children will explore a range of textiles and their potential uses depending on their features.
Collage	Collage describes both the technique and the resulting work of art in which pieces of paper, photographs, fabric and other items are arranged and stuck down onto a supporting surface.
Printing	Printing is the process of making images that can be transferred onto other surfaces. It can be used to make one or more identical images or to create repeating patterns on papers and textiles.
Sculpture	Three-dimensional art made by one of four basic processes: carving, modelling, casting, constructing.
Painting	Painting is the practice of applying paint or other media to a surface, usually with a brush. In art, the term painting describes both the act of painting, (using either a brush or other implement, such as palette knife, sponge, or airbrush to apply the paint); and the result of the action – the painting as an object.
Modernism	Modernism refers to a global movement in society and culture that from the early decades of the twentieth century sought a new alignment with the experience and values of modern industrial life. Building on late nineteenth-century precedents, artists around the world used new imagery, materials and techniques to create artworks that they felt better reflected the realities and hopes of modern societies.
Impressionism	Impressionism is a 19th-century art movement characterised by relatively small, thin, yet visible brush strokes, open composition , emphasis on accurate depiction of light in its changing qualities (often accentuating the effects of the passage of time), ordinary subject matter, unusual visual angles, and inclusion of movement as a crucial element of human perception and experience. Impressionism originated with a group of Paris -based artists whose independent exhibitions brought them to prominence during the 1870s and 1880s.
Surrealism	Surrealism was a cultural movement that developed in Europe in the aftermath of World War I in which artists depicted unnerving, illogical scenes and developed techniques to allow the unconscious mind to express itself.
Sketching	Traditionally a rough drawing or painting in which an artist notes down his preliminary ideas for a work that will eventually be realized with greater precision and detail. The term also applies to brief creative pieces that per se may have artistic merit.
Post Modernism	Postmodern art is a body of art movements that sought to contradict some aspects of modernism or some aspects that emerged or developed in its aftermath. In general, movements such as intermedia, installation art, conceptual art and multimedia, particularly involving video are described as postmodern.



Vision, Intent, Implementation and Impact

Vision 	Intent 	Implementation 	Impact 
<p>Bleak Hill Primary School understands that Art and Design allows pupils to solve problems, think creatively and develop ideas. Art and Design offers pupils a chance to use creative thinking and activity within a defined purpose and tangible outcome. Our school is committed to nurturing pupils' curiosity and creativity, as well as preparing them for living in a modern world where technology is rapidly changing and advancing.</p>	<p>By teaching Art and Design, we aim to help pupils develop their design and making skills by developing their knowledge and understanding of designs and technologies. In our lessons, we experiment with a wide range of tools and materials whilst teaching about working safely and using protective measures. Children will work individually and collaboratively with other pupils in a variety of contexts. We develop children's capability to create products of a high standard through skills and understanding when learning how to draw, paint, sculpture and create art. Finally, we teach children how to effectively evaluate their work and the work of their peers, as well as other artists.</p>	<p>Following the National Curriculum as a basis, teaching all statutory content, with a half term dedicated to Art & Design teaching every term (3 half terms per year group).</p> <p>Topics build systematically on previous topics which contain over-arching transferable concepts.</p> <p>Skills to apply previous knowledge to new learning (across topics and year groups).</p> <p>5 core concepts visited and revisited throughout school:</p> <p>Abstract Art & Interpretation</p> <p>Collage</p> <p>Sculpture</p> <p>Textiles</p> <p>Painting & Printing</p> <p><i>Key historical figures considered as wider curriculum links each term including famous creators per year group.</i></p>	<p>Retrieval based learning techniques for every lesson in the sequence.</p> <p>Peer and self-assessment from the children to express their views and opinions of their own art work and art work and techniques of others used.</p>

We do Art every week at Bleak Hill.

I enjoyed creating my self-portrait last year.

If I get stuck in Art, my teacher may show me a correction or I could work with a partner.

I enjoyed linking our Art to our History topic and creating a Tudor rose.

I like it when my art work gets shown at the front of class.

I would like my year group to visit an art gallery.

Pupil Voice

EYFS

EYFS Theme	Abstract Wassily Kandinsky	Collage and Printing Andy Goldsworthy	Sculpture Giuseppe Arcimboldo
EYFS End Points	<p>Children will be able to create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Children will draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>Children will explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Children will return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills</p>	<p>Children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children will share their creations, explaining the process they have used.</p>
Skills to be taught	<p>Children use an original print as inspiration for their own work in the same style.</p> <p>Children will use a variety of tools and techniques including different brush sizes and types.</p> <p>Children will experiment with pencils, crayons, pens and paints to make marks, lines and shapes.</p> <p>Children will develop an understanding of creating shapes and the lines needed to do so.</p>	<p>Make marks in print with a variety of object including natural and man-made objects.</p>	<p>Children will be taught to plan, do, review.</p> <p>Children will experiment and make adjustments to their sculptures.</p>
Knowledge	<p>In this unit, the children will study the artist Wassily Kandinsky and his abstract paintings. They will produce abstract paintings using a range of shapes the children are familiar with.</p>	<p>In this unit, the children will produce a range of sculptures using different materials. They will develop their ability to use natural materials to create sculptures inspired by Andy Goldsworthy.</p>	<p>In this unit, the children will develop their ability to recreate a sculpture using fruit and vegetables using Giuseppe Arcimboldo as inspiration. Children will develop the skills to photograph their art work.</p>

EYFS - Autumn

In Maths we looked at 2D shapes we could see in Kandinsky's pictures



We created our own pictures in his style using paint and collage.

Wassily Kandinsky



EYFS - Autumn

Experimenting
with texture in
paint .



Expressive Art and
Design in EYFS

EYFS - Spring



Using natural
objects to
transient art.



Andy Goldsworthy



EYFS - Spring

Experimenting
with colour
mixing using
Primary colours.

Expressive Art and
Design in EYFS



EYFS - Summer

Expressive Art and
Design in EYFS



Year 1

Year 1 Theme	Abstract Piet Mondrian and Patrick Heron	Collage Paul Klee	Painting/Printing Colour Creations/William Morris
KS1 End Points	<p>Pupils will be taught to draw and paint to develop and share their ideas, <u>experiences</u> and imagination.</p> <p>Pupils will be taught to develop a wide range of art and design techniques using colour, line, <u>shape</u> and pattern.</p> <p>Pupils will be taught about the work of artists describing the differences and similarities between different practices and disciplines and making links to their own work.</p>	<p>Pupils will be taught to use a range of materials creatively to design and make products.</p> <p>Pupils will be taught to develop a wide range of art and design techniques using colour, shape and texture.</p> <p>Pupils will be taught about the work of artists describing the differences and similarities between different practices and disciplines and making links to their own work.</p>	<p>Pupils will be taught to use a range of materials creatively to design and make products.</p> <p>Pupils will be taught to develop a wide range of art and design techniques using colour, shape, pattern, <u>texture</u> and line.</p> <p>Pupils will be taught to use drawing to develop and share their ideas, <u>experiences</u> and imagination.</p> <p>Pupils will be taught about the work of craft makers and designers describing the differences and similarities between different practices and disciplines and making links to their own work.</p>
Skills to be taught	<ul style="list-style-type: none"> • Recognise primary colours. • Mix primary colours to create secondary colours. • Use warm and cool colours to create mood. • Use a variety of tools and techniques including different brush sizes and types. • Use white to create tints. • Use black to create tones. • Explain how to improve my work. 	<ul style="list-style-type: none"> • Use a wide variety of media including, photocopied materials, fabric, plastic, tissue, magazines, crepe paper, etc. • Use a combination of materials that have been cut, torn and glued. • Create images from imagination, <u>experience</u> or observation. • Cut, glue and trim material. • Combine materials that have been cut, torn and glued. 	<ul style="list-style-type: none"> • Make marks in print with a variety of object including natural and man-made objects. • Use repeating patterns in <u>art work</u>. • Use a range of techniques – rolling, pressing, stamping, rubbings. • Copy an original print. • Build a repeating pattern. • Recognise pattern in the environment. • Begin to compare designs with well-known designers.

Year 1 - Autumn

Abstract Art

Piet Mondrian
Patrick Heron
Wassily Kandinsky

We mixed two primary colours to create secondary colours.



We recreated the horizontal stripe painting by Heron using different warm colours and brush strokes to create a sunset image.

We recreated Mondrian's 'composition with red, blue and yellow.'



We recreated the concentric circle painting by Kandinsky by selecting different colours and using tints and shades.

We looked at how different colours make us feel – happy, sad. We used warm & cool colours.



Year 1 - Spring

Who was Paul Klee?

What is a collage?

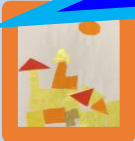
We cut and tore different materials and glued them to create different shapes, surfaces and textures in creating the 'head' element of the image.

What does abstract mean?

We drew our own abstract faces using pencil to create line and shape.

We recreated a piece of Paul Klee's art.

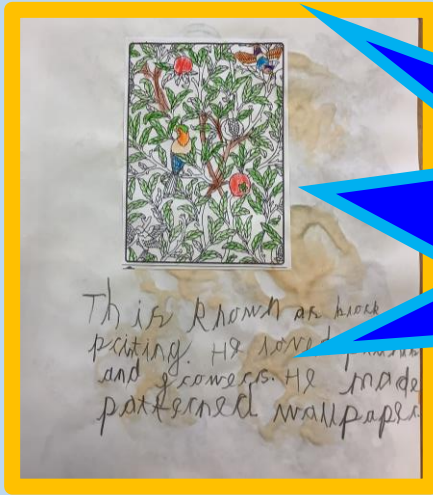
We looked at a selection of Paul Klee's art. We shared and discussed our views on each piece.



Year 1 - Summer

Colour Creations - William Morris

What is a pattern?

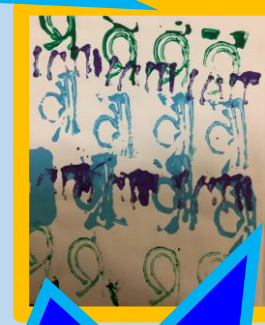


We learned all about William Morris and printing.
We discussed his art was inspired by 'nature' and discussed if we like it or not and why.

What does repeating print mean?



We learned how to print using different objects found around school.



We identified repeating patterns around our school grounds.



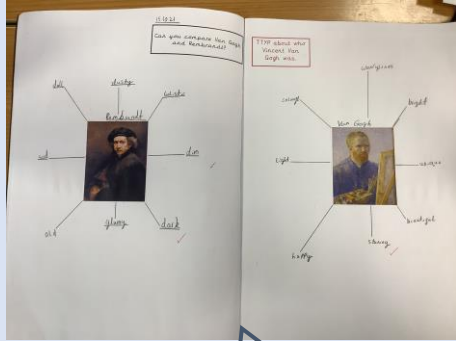
We created a design and used it to create a repeated print pattern.



Year 2

Year 2	Painting/ Portraits Vincent Van Gogh, Rembrandt	Sculpture Anthony Gormley	Textiles Yinka Shonibare
KS1 End Points	<p>Pupils should be taught about the work of a range of artists describing the differences and similarities between different practices and disciplines and making links to their own work.</p> <p>Pupils should be taught to develop a wide range of art and design techniques in using line, shape, pattern and colour.</p> <p>Pupils should be taught to use drawing and painting to develop and share their ideas, <u>experiences</u> and imagination.</p>	<p>Pupils should be taught to use a range of materials creatively to design and make products.</p> <p>Pupil should be taught to about a wide range of sculptors and make links to their own work.</p> <p>Pupil should be taught to develop a wide range of art and design techniques in using shape and form.</p> <p>Pupils should be taught to use sculpture to develop and share their ideas, <u>experiences</u> and imagination.</p>	<p>Pupils should be taught to use a range of materials creatively to design and make products.</p> <p>Pupils should be taught to develop a wide range of art and design techniques in using colour, pattern and texture</p> <p>Pupils should be taught about the work from a range of craft makers and designers describing the differences and similarities between different practices and disciplines and making links to their own work.</p>
Skills to be taught	<ul style="list-style-type: none"> Explore the differences and similarities within the work of artists. Mix a range of secondary colours, shades and tones. Work on a range of scales, <u>e.g.</u> large brush on large paper. Draw lines of varying thickness. Use different materials to draw, for example <u>paste</u>s, chalk, felt tips. <p>Identify what they might change in their current work or develop in their future work.</p>	<ul style="list-style-type: none"> Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. Understand the safety and basic care of materials and tools. <p>Experiment <u>with</u>, construct and join recycled, natural and man-made materials more confidently.</p>	<ul style="list-style-type: none"> Show pattern by weaving. Use a dyeing technique to alter a textile's colour and pattern. Decorate textiles using glue or batik, to add colour and detail.

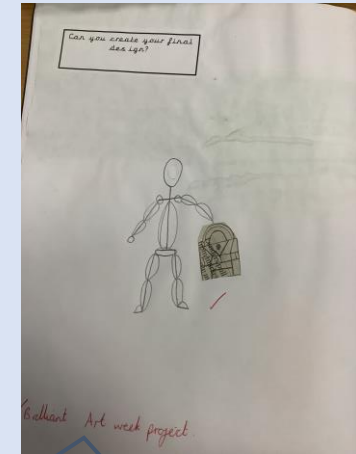
Year 2 – Autumn



Can you compare Van Gogh and Rembrandt?



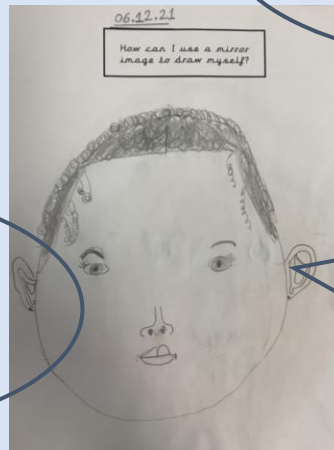
Can you mix primary colours to make secondary colours?



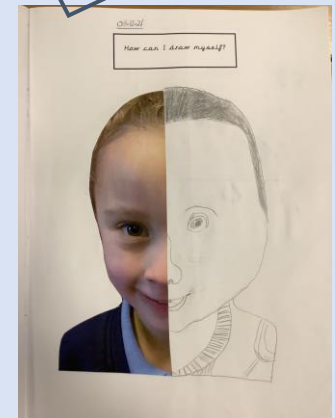
Can you create your final design?



Can you use pastels to add colour to your design?

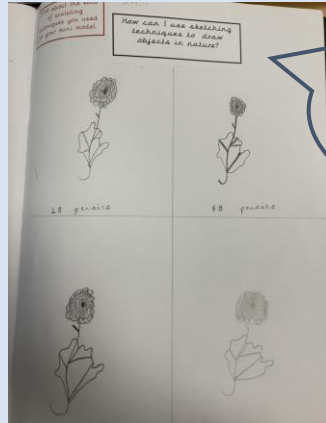


How can I use a mirror to draw myself? How can I improve?

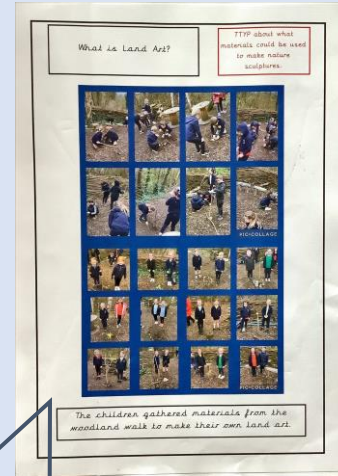


How can I draw myself?

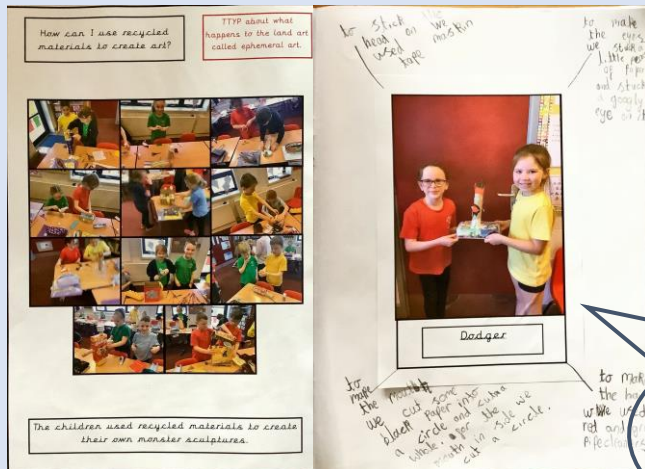
Year 2 – Spring



How can I use sketching techniques to draw objects in nature?



How can clay be used to create a sculpture?



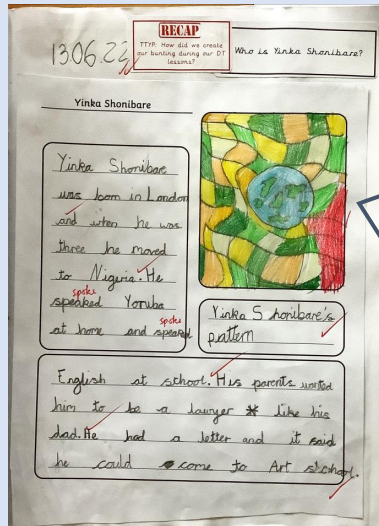
What is land art?

How can I use recycled materials to create art?

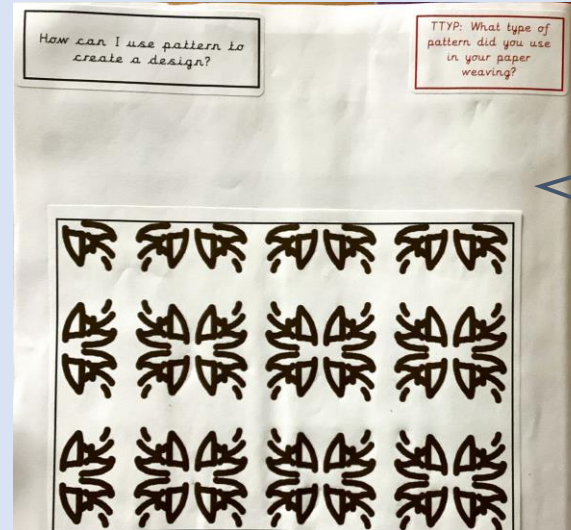
What is abstract sculpture?



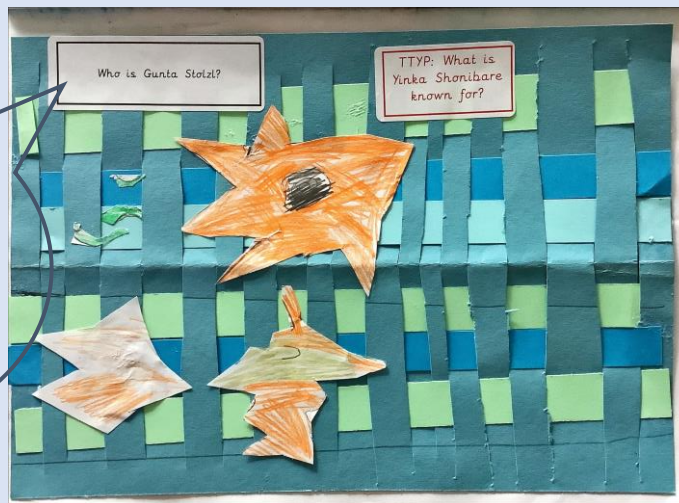
Year 2 – Summer



Who is Yinka Shonibare?

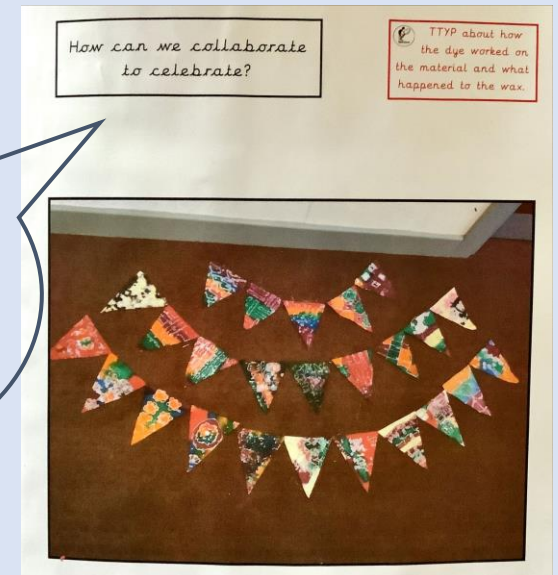


How can I use pattern to create a design?



Who is Gunta Stolzl?

How can we collaborate to celebrate?



Year 3

Year 3	Printing /Textiles Prehistoric Art	Painting/ Surrealism Frida Kahlo	Sketching Local Landscapes LS Lowry
KS2 End Points	<p>Pupils should be taught to create a sketch book to record their observations and use them to review and revisit ideas.</p> <p>Pupils will be taught to improve their mastery of art and design, including drawing, <u>painting</u> and printing with a range of materials.</p> <p>Pupils will be taught to develop their techniques including their control and their use of material with creativity and experimentation.</p> <p>Pupils will be taught about different kinds of art and craft and design.</p>	<p>Pupils should be taught to create a sketch book to record their observations and use them to review and revisit ideas.</p> <p>Pupils will be taught to improve their mastery of art and design, including drawing and collage with a range of materials.</p> <p>Pupil will be taught to develop their techniques including their control and their use of material with creativity and experimentation.</p>	<p>Pupils should be taught to create a sketch book to record their observations and use them to review and revisit ideas.</p> <p>Pupils will be taught to improve their mastery of art and design, including drawing, <u>painting</u> and printing with a range of materials.</p> <p>Pupil will be taught to develop their techniques including their control and their use of material with creativity and experimentation.</p>
Skills to be taught	<ul style="list-style-type: none"> Experiment with showing line, tone and texture with different hardness of <u>pencils</u>; Use shading to show light and shadow <u>effects</u>; Use different materials to draw, <u>e.g.</u> pastels, charcoal, chalk, felt tips; Show an awareness of space when <u>drawing</u>; 	<ul style="list-style-type: none"> Use varied brush techniques to create shapes, textures, patterns and <u>lines</u>; Mix colours effectively using the correct language, <u>e.g.</u> tint, shade, primary and secondary; Create different textures and effects with <u>paint</u>; 	<ul style="list-style-type: none"> Use more than one colour to layer in a <u>print</u>; Replicate patterns from <u>observations</u>; Make printing <u>blocks</u>; Make repeated patterns with <u>precision</u>;

Year 3 - Autumn

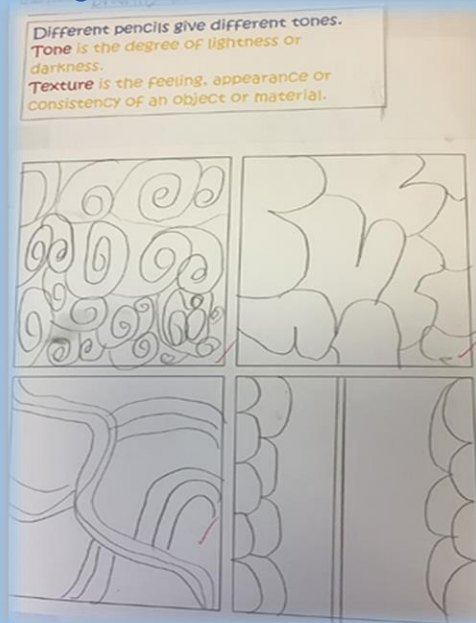
Prehistoric Art

We know what negative space is.



We used different pencil grades to explore tone and texture.

We created texture with charcoal.



Look at our sandpaper Stone Age art!



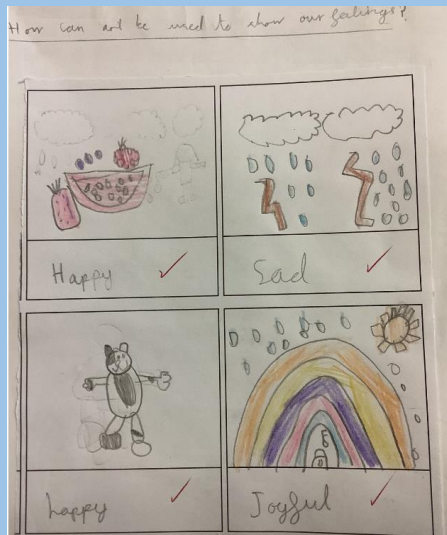
Year 3 - Spring

Frida Kahlo

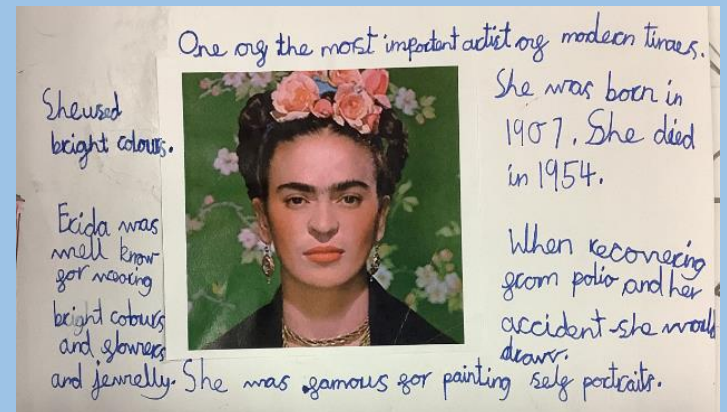
We discovered how art can be used to portray emotions.



We created our own self-portraits, just like Frida!



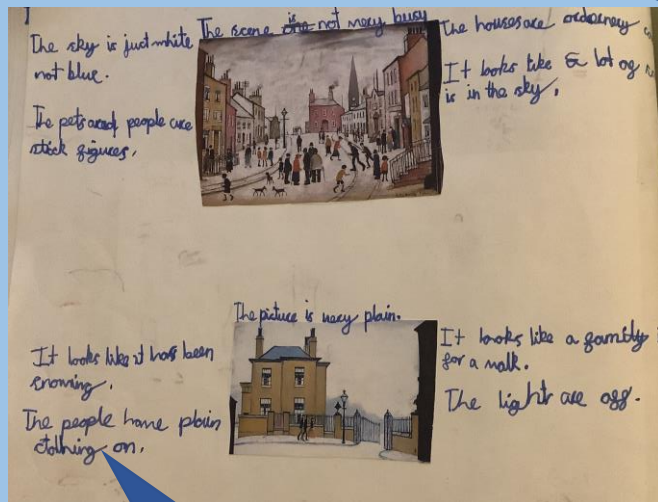
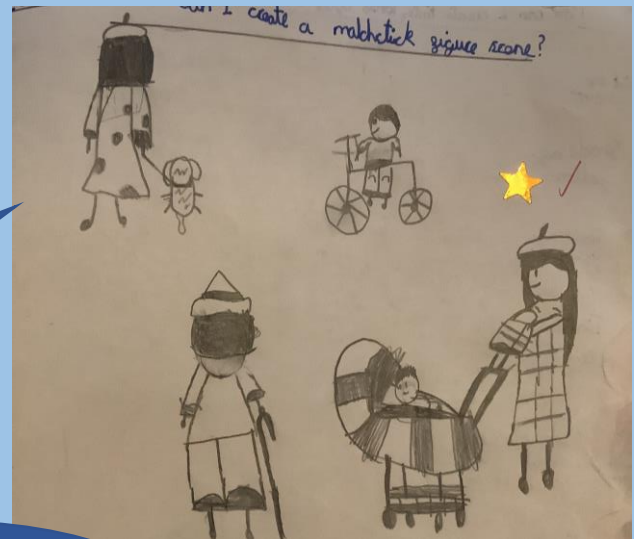
We discovered so many facts about Frida!



Year 3 - Summer

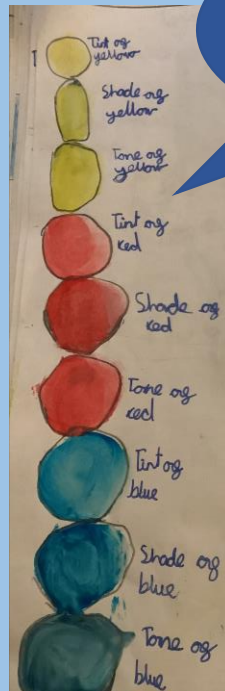
L.S Lowry

Look at our
matchstick
figures!



We created
shades, tones and
tints with colours
used by Lowry.

Our
interpretation of
Westfield Street
St. Helen's,
inspired by L.S
Lowry.



We evaluated
some of L.S
Lowry's
paintings.

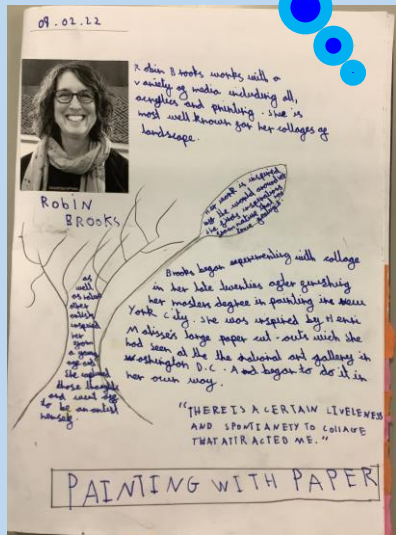


Year 4

Year 4	Collage Robin Brooks	Impressionism Monet	Modernism Georgia O'Keeffe
KS2 End Points	<p>Pupils should be taught to create a sketch book to record their observations and use them to review and revisit ideas.</p> <p>Pupils will be taught to improve their mastery of art and design, including drawing and collage with a range of materials.</p> <p>Pupil will be taught to develop their techniques including their control and their use of material with Creativity and experimentation.</p>	<p>Pupils should be taught to create a sketch book to record their observations and use them to review and revisit ideas.</p> <p>Pupils will be taught to improve their mastery of art and design, including drawing and painting.</p> <p>Pupils will be taught about great artists in history.</p>	<p>Pupils should be taught to create a sketch book to record their observations and use them to review and revisit ideas.</p> <p>Pupils will be taught to improve their mastery of art and design, including drawing and painting.</p> <p>Pupils will be taught about great artists in history.</p> <p>Pupil will be taught to develop their techniques including their control and their use of material with Creativity and experimentation.</p>
Skills to be taught	<ul style="list-style-type: none"> Select and record from <u>first hand</u> observation, experience and imagination, and explore ideas for different purposes. Select colours and materials to create effect, giving reasons for their choices. Refine work as they go to ensure precision. Learn and practice a variety of techniques, <u>e.g.</u> overlapping, tessellation, mosaic and 	<ul style="list-style-type: none"> Question and make thoughtful observations about starting points and select ideas to use in their work. Make and match colours with increasing accuracy. Use varied brush techniques to create shapes, textures, patterns, <u>lines</u> and effects with paint. Use more specific colour language <u>e.g.</u> tint, tone, shade, 	<ul style="list-style-type: none"> Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, <u>line</u> and texture. Make and match colours with

Year 4 - Autumn

First, we created a bio about our focus artist, Robin Brooks.



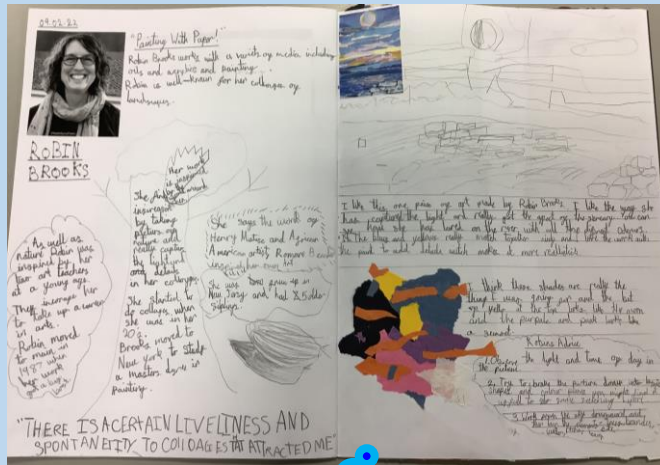
collage - "painting with paper"

Robin Brooks



We created our own landscapes using Brook's style and skills as an influence.

They used their sketchbooks to practise the skills that Robin Brook's developed for her work and expressed their opinions on her collages and creative style.



The children evaluated Brooks' collage work and explored her use of layering for depth and texture.



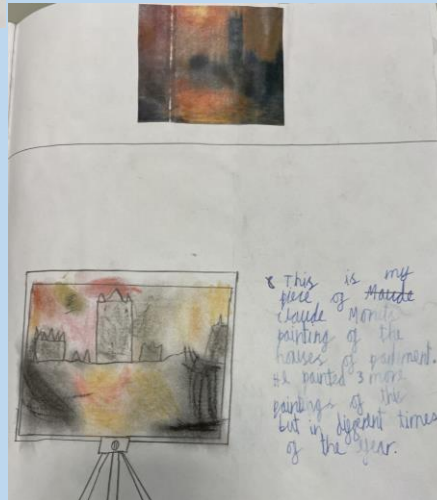
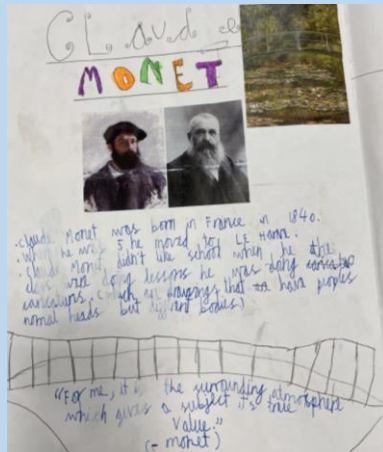
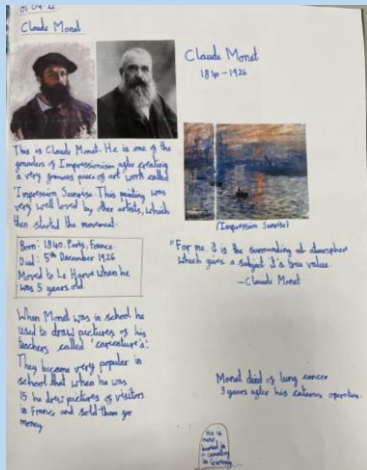
Year 4 - Spring

Who was Monet?

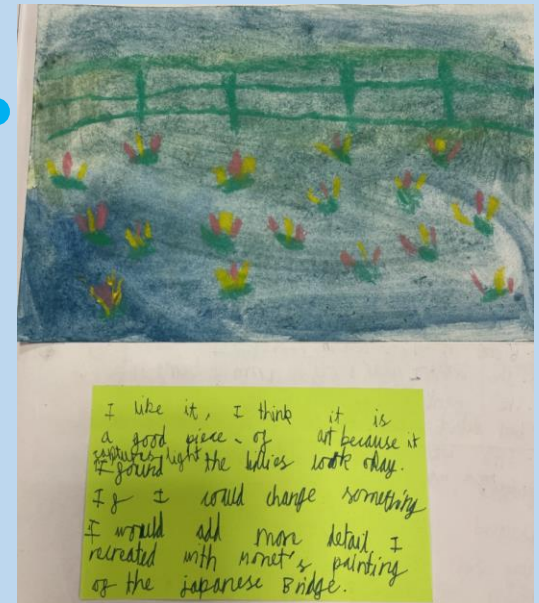
Impressionism Claude Monet

Working with watercolours and using different techniques.

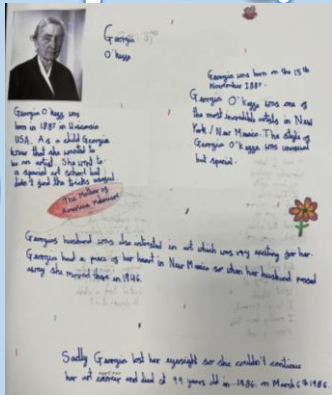
Creating and evaluating our final piece of Impressionistic art.



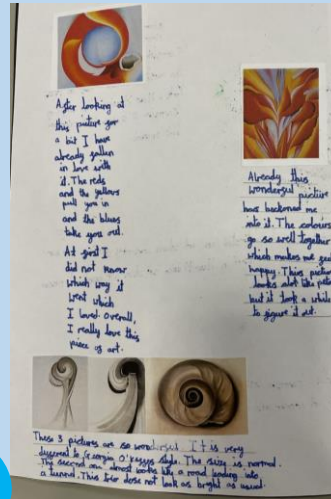
Analysis Monet's work and having a go at capturing light in his work.



Year 4 - Summer



Who is Georgia O'Keeffe?

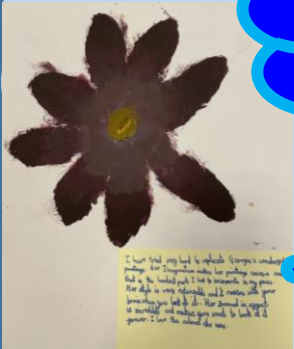


Modernism

Georgia O'Keeffe

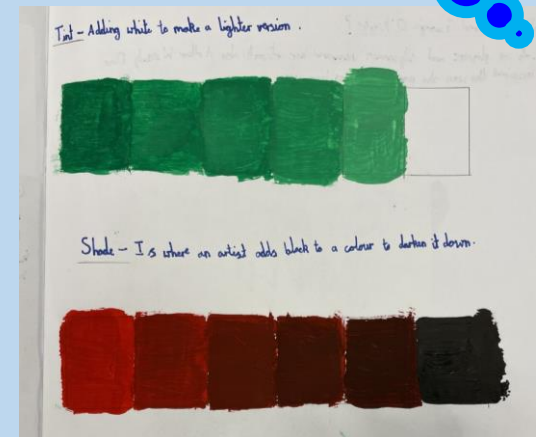
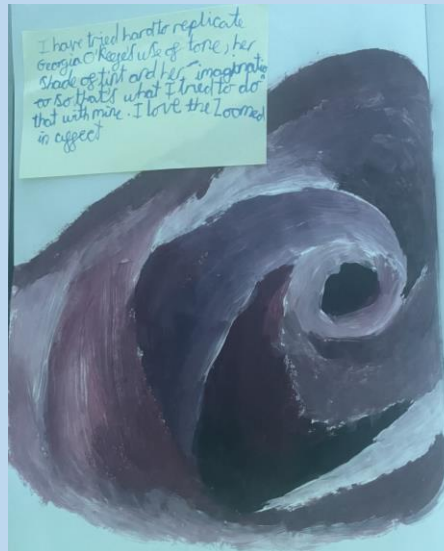
What are your
opinions on
Georgia O'Keeffe's
artwork?

Children also evaluated their final piece commenting on it's resemblance and use of O'Keeffe's skills and style.



Children created their final piece using colours of their choice but using the same tonal effect used by O'Keeffe

Practising
creating
tones, tints or
shades.

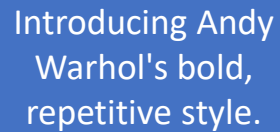


Year 5

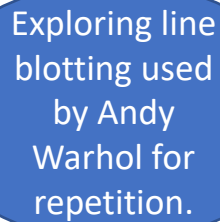
Year 5	Printing Andy Warhol	Textiles Viking Art	Post Modernism Banksy, <u>Lichtenstein</u> , Haring
KS2 End Points	<p>Pupils will be taught to create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Pupil will be taught to improve their mastery of art and design techniques including drawing, <u>painting</u> and printing with a range of materials.</p> <p>Pupils will be taught about great artists.</p> <p>Pupils will be taught to develop their techniques and their use of materials, with creativity, <u>experimentation</u> and an increasing awareness of different kinds of art and design.</p>	<p>Pupils will be taught to create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Pupil will be taught to improve their mastery of art and design techniques including drawing, <u>painting</u> and printing with a range of materials.</p> <p>Pupils will be taught to develop their techniques and their use of materials, with creativity, <u>experimentation</u> and an increasing awareness of different kinds of art and design.</p>	<p>Pupils will be taught to create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Pupil will be taught to improve their mastery of art and design techniques including drawing and painting.</p> <p>Pupils will be taught about great artists.</p> <p>Pupils will be taught to develop their techniques and their use of materials, with creativity, <u>experimentation</u> and an increasing awareness of different kinds of art and design.</p>
Skills to be taught	<ul style="list-style-type: none"> Develop techniques, including the use of poly-blocks, tiles, relief, mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, <u>symmetry</u> or random printing 	<ul style="list-style-type: none"> Match the tool to the material. Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Experiment with a range of media by overlapping and layering <u>in order to</u> create texture, effect and colour. Add decoration to create <u>effects</u>. 	<ul style="list-style-type: none"> Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Demonstrate a secure knowledge about primary and secondary, <u>warm</u> and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a

Andy Warhol

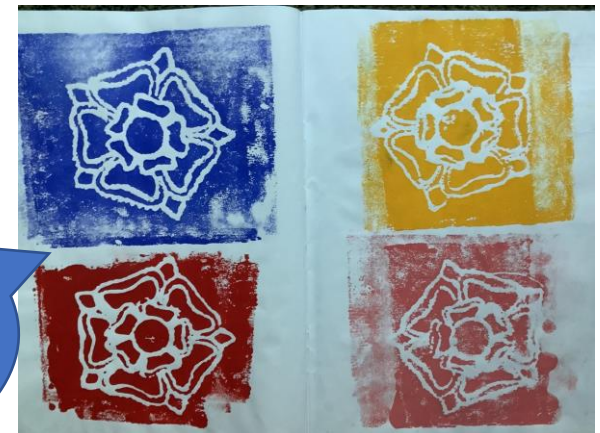
Printing



Exploring who
Andy Warhol
was and the
work he was
famous for.



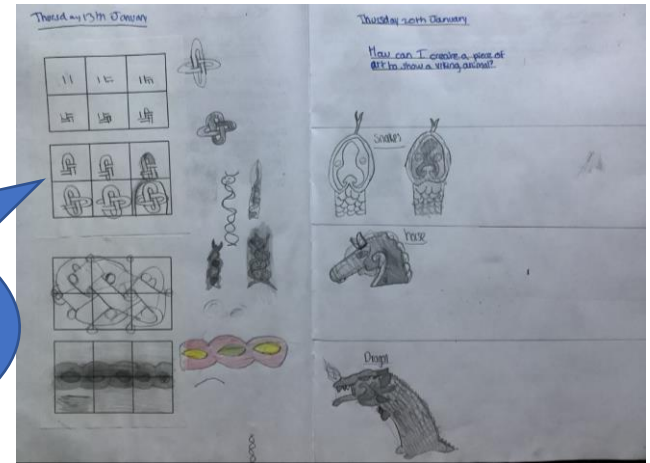
Printing the Tudor
rose in a
repetitive style by
rolling paint on to
tiles.



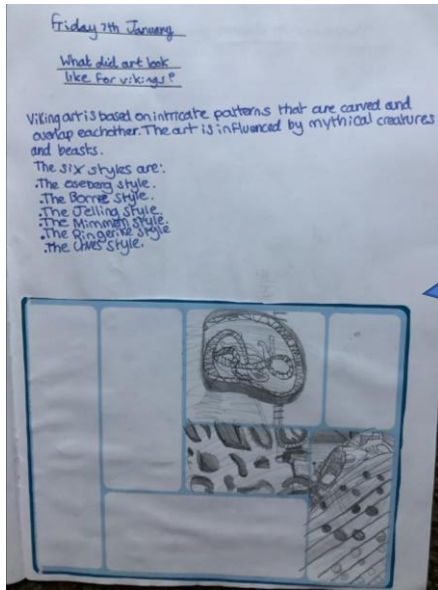
Year 5 - Spring

Viking Art

Demonstrating how to create Viking animals using layering and overlapping in their sketches.



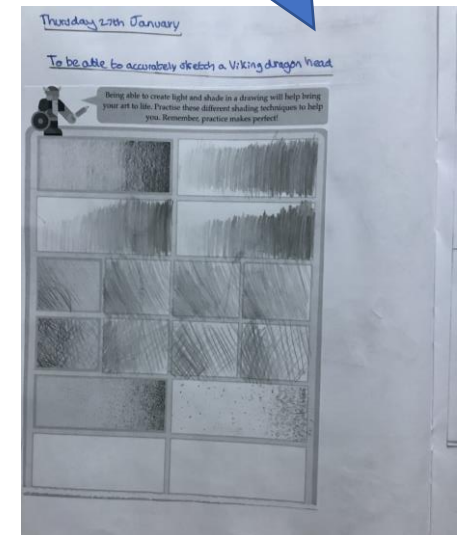
Exploring what inspired art during the Viking era.



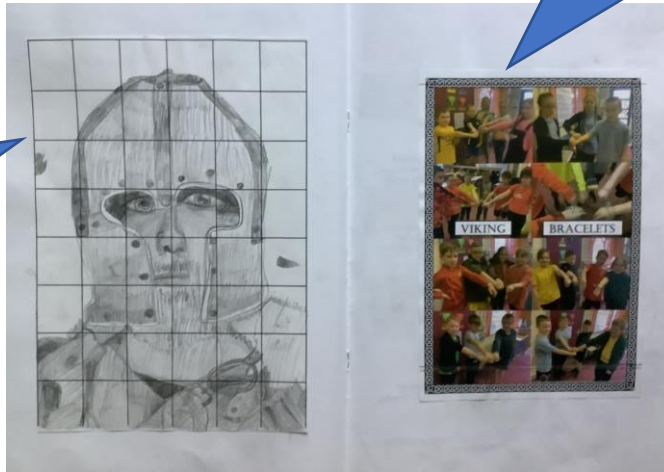
Creating Viking bracelets using a classing technique of overlapping.



Using tones to build layers and texture.



Using tones to build a Viking character.

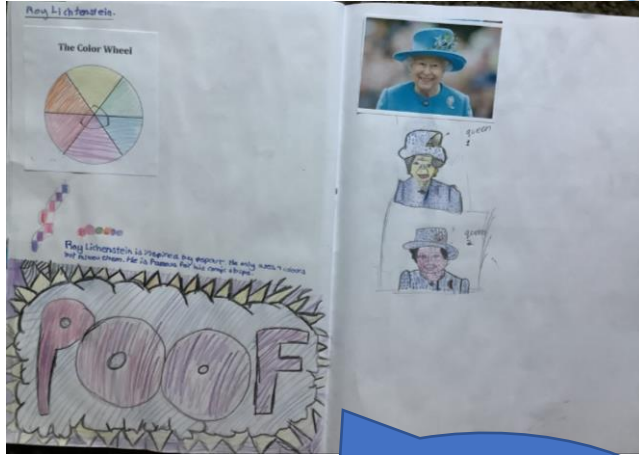


Year 5 - Summer

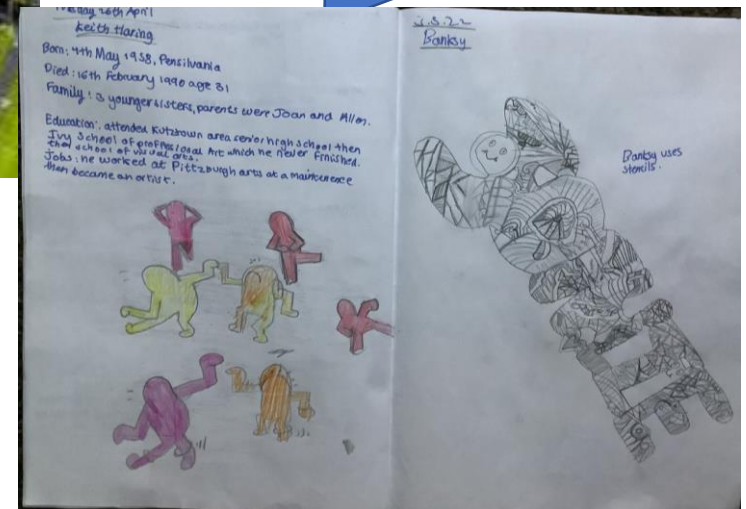
Exploring what street art looks like and what types that we see within our world.

Understanding Roy Lichtenstein's work and recreating it as part of the Queen's Jubilee.

Using graffiti paint techniques to explore and create work in the style of Banksy.



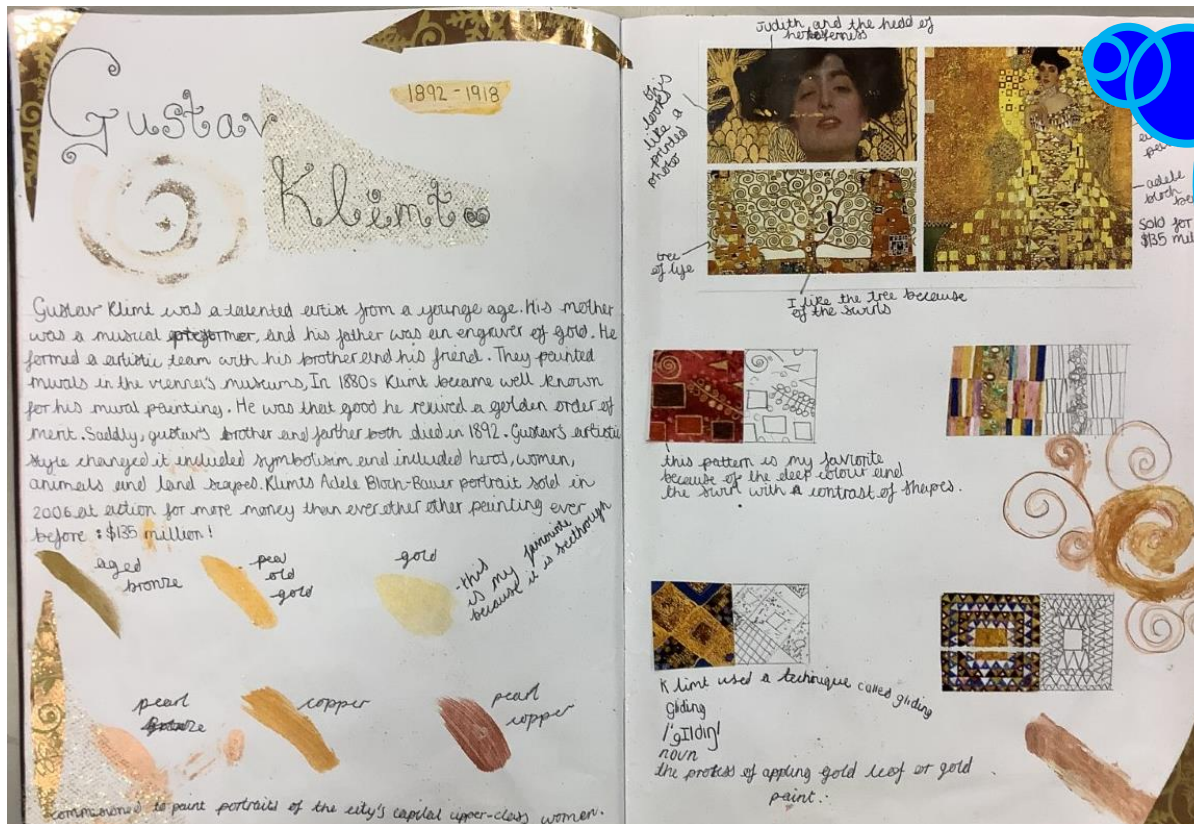
Completing art in the style of street artist, Keith Haring.



Year 6

Year 6	Symbolism/ Collage Gustav Klimt	Chinese Art	Sculpture Birds
KS2 End Points	<p>Pupils will be taught to create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Pupil will be taught to improve their mastery of art and design techniques including drawing and painting.</p> <p>Pupils will be taught about great artists.</p> <p>Pupils will be taught to develop their techniques and their use of materials, with creativity, <u>experimentation</u> and an increasing awareness of different kinds of art and design.</p>	<p>Pupils will be taught to create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Pupil will be taught to improve their mastery of art and design techniques including drawing and painting.</p> <p>Pupils will be taught about great artist movements in other cultures.</p> <p>Pupils will be taught to develop their techniques and their use of materials, with creativity, <u>experimentation</u> and an increasing awareness of different kinds of art and design.</p>	<p>Pupils will be taught to create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Pupil will be taught to improve their mastery of art and design techniques including drawing and painting.</p> <p>Pupils will be taught about great artists.</p> <p>Pupils will be taught to develop their techniques and their use of materials, with creativity, <u>experimentation</u> and an increasing awareness of different kinds of art and design.</p>
Skills to be taught	<ul style="list-style-type: none"> • Add collage to a painted or printed <u>background</u>; • Create and arrange accurate <u>patterns</u>; • Use a range of mixed media. 	<ul style="list-style-type: none"> • Create a colour palette, demonstrating mixing <u>techniques</u>; • Use a range of paint (acrylic, oil paints, water colours) to create visually interesting <u>pieces</u>; • Experiment with <u>Calligraphy</u>; • Use tools and materials to carve, add shape, add texture and <u>pattern</u>; • Use materials other than clay to create a 3D sculpture. 	<ul style="list-style-type: none"> • Use a variety of tools and select the most <u>appropriate</u>; • Use a range of paint (acrylic, oil paints, water colours) to create visually interesting <u>pieces</u>; • Plan and design a <u>sculpture</u>; • Use tools and materials to carve, add shape, add texture and <u>pattern</u>; • Develop cutting and joining skills, <u>e.g.</u> using wire, coils, slabs and slips; • Use materials other than clay to create a 3D sculpture.

Year 6 - Autumn



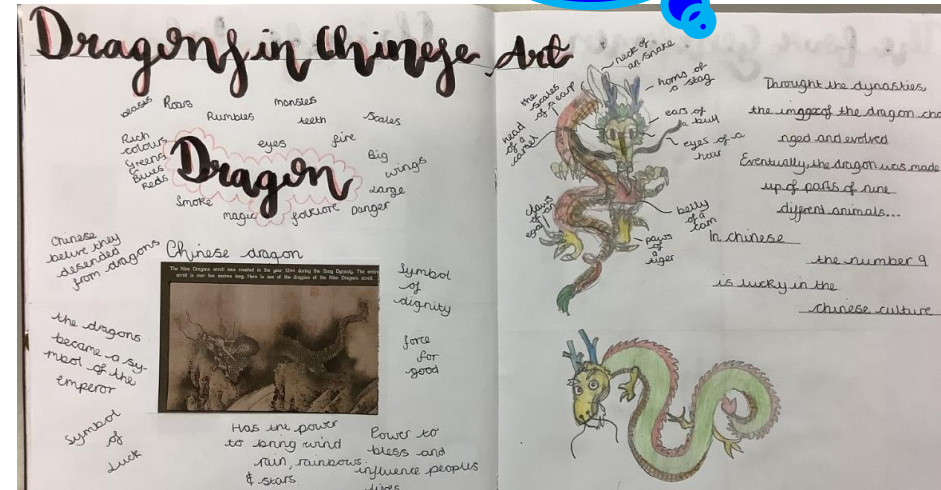
Looking at the life of Gustav Klimt, children used swatches of colours to explore the use of gilding and gave opinions about some of his most famous works.

Using this to later experiment with gilding and using similar colours and patterns.

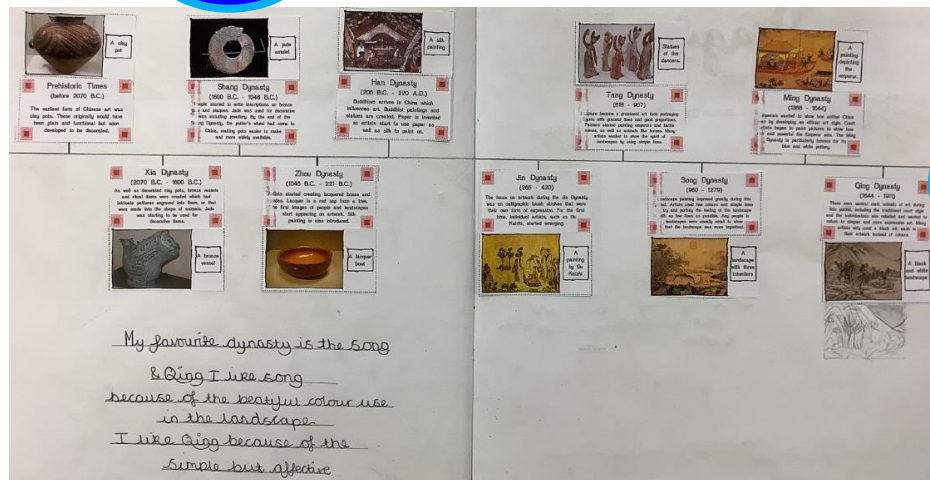
Children explored the symbolism of dragons in Chinese art.



Children explored the history and styles of Chinese Art.



Using
brushstrokes to
create different
shapes. Exploring
the meaning of
the 'Four
Gentlemen'



Year 6 - Summer

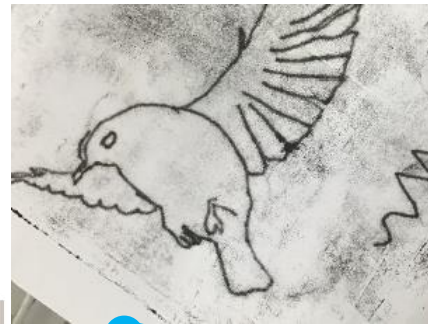


Warm up drawings
getting used to
the form of the
birds. Looking at
texture and trying
different
techniques

Adding
watercolour
to sketches.
Looking at a
colour palate
which is
natural.



Making a
contour drawing
and sculpting a
shape by laying
wire over it.



Adding
printing
techniques.

