



Art & Design at Overbury First School

DISCOVER, NURTURE, SHARE GOD'S GIFTS

"God has given each of you gifts from his great variety of spiritual gifts. Use them well to serve one another." 1 Peter 4:10

At Overbury, we aim to:

- Enable children and adults to use the special gifts they have been given to achieve their full potential.
- Love each other unconditionally and nurture the unique and precious in everyone.
- Understand that we are all different and value the differences between us.
- Take care of each other, our environment and the community in which we belong
- Inspire our children and community to see learning as a joy

From 2006 to 2015 Overbury has been awarded the Artsmark Gold award in recognition of our continuing outstanding commitment to the arts by pupils, staff and parents. It is therefore not surprising that the visual arts play a crucial role throughout the curriculum, allowing pupils to understand the world through visual, tactile and sensory experiences, and to communicate what they see, feel and think by using colour, form, texture, pattern and different materials and processes.

Through art and design pupils learn about the varied work of artists, craftspeople and designers in different times and cultures, linked to our topics. They are given the opportunity to work alongside visiting artists, visit art galleries and museums, and to submit work to exhibitions and competitions. All of these enable them to express their creativity and develop skills; a highlight is our annual Arts week, which has a different theme every year.

Our pupils work on individual and collaborative projects where they experiment with a range of tools and techniques and develop their own ways of representing their observations, ideas and feelings in the design and creation of images and artefacts.

Topics have been carefully chosen to ensure joyful learning and progression in knowledge and skills from Reception to Year 5 focussing on different skills including evaluating and developing their work, drawing, painting, printing, textiles/ collage and 3D. As we have mixed year group classes,

children are taught using an 'Odd Year' and 'Even Year' topic cycle. To see our topics, please see our 'Overview of topics taught at Overbury First School' in our 'Curriculum overview' page on our website

Below we take you through the learning journey of a child starting in Reception in 2021/22 and leaving in Year 5:

Year	Topic	Knowledge and skills gained in Art and Design
2021/22	Life on the Farm	Children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will take photos the local area and will explore different effects with pencils, sketching a local building.
Reception	<i>Focus: Drawing</i>	
<i>Vocabulary</i>		<i>Sketch, draw, pencil, shape, line colour</i>
	Hot & cold climates	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. This will be learnt through our artwork where we will be decorating Christmas cards using collage and our design work when we will make a Christmas gift/ decoration. Children will learn about sculpture artists including Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett.
	<i>Focus: 3D Form</i>	
<i>Vocabulary</i>		<i>Collage, design, 3D form, resources, create, adapt, change</i>
	Rainforests	Children will be encouraged to use and explore a wide range of different materials, tools and techniques through the 'Rainforests' topic. Children will have the opportunity to express themselves through printing; they will explore and research printing patterns, experiment with print and different objects and create large scale collaborative prints of forest animals.
	<i>Focus: Printing</i>	
<i>Vocabulary</i>		<i>Tools, print, shape, pattern, colour, make, design, create, change, adapt</i>
	Superheroes	Children will be encouraged to use and explore a wide range of different materials, tools and techniques through the 'Superheroes' topic. Children will have the opportunity to express themselves through using a variety of beautiful and interesting materials and will be provided with the works of famous artists to inspire them to create their own unique work, including Roy Lichtenstein. The children will be encouraged to create their own superhero painting and word inspired by Roy
	<i>Focus: Painting/ Textiles</i>	

		Lichtenstein. The children will also be taking part in a cross curricular DT project where they will use art skills through sewing, learning how to thread a needle.
Vocabulary		<i>Tools, paint, paintbrushes, colours, draw, artist, Roy Lichtenstein, sew, needle, thread</i>
	Oceans <i>Focus: Painting</i>	Children will be encouraged to use and explore a wide range of different materials, tools and techniques through the 'Oceans' topic. Children will have the opportunity to express themselves through painting by exploring colour mixing and brush strokes. The children will collage sea creatures and produce a whole class collage art piece using sand, textiles etc. Children will learn about Henri Matisse as an artist, in particular his collage work.
Vocabulary		<i>Colours, textiles, collage, create, brushstroke, paintbrush, colour mix, primary colours, secondary colours</i>
	Knights & Castles <i>Focus: Sculpture</i>	Children will be encouraged to use and explore a wide range of different materials, tools and techniques through the 'Knights & Castles' topic. Children will have the opportunity to express themselves through exploring sculpture using clay. Children will use and experiment with clay manipulating it thinking about shape and form. We will invite in local artist, Auriol Herford, to work with the children and their parents to design and make their own castle out of clay, working collaboratively together. Children will learn about sculpture artists including Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett.
Vocabulary		<i>Sculpture, clay, shape, push, mould, make</i>
2022/2023 Year 1	Here we Grow! <i>Focus: Painting</i>	Through the topic of Here we Grow!, children will explore using the technique of painting, experimenting with different colours, how they mix and will explore the impact of using paintbrushes with different thickness. To help them achieve this they will use their environment as an inspiration for their painting. They will also use mirrors and discuss proportion, creating a self-portrait and painting themselves.
Vocabulary		<i>Paint, tools, mix, textures, brushstrokes, draw, line, shape, self-portrait</i>

National curriculum link		- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
	Toys <i>Focus: 3D form</i>	Through the topic of Toys, children will create a piece of art in 3D form, making a toy using junk modelling materials following research of their own ideas. The children will experiment with natural and man-made materials and practise joining their materials together. The children will record and explore ideas from first hand observation, ask and answer questions about the starting points for their work and develop their ideas. Children will learn about sculpture artists including Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett
Vocabulary		<i>3D, Sculpture, construct, join, natural, man-made, shape, form</i>
National curriculum link		to use a range of materials creatively to design and make products
	African animals <i>Focus: Printing</i>	Children will continue to investigate different arts, crafts and techniques. Through the topic of African animals, children will make marks in print with a variety of objects, including natural man-made objects. They will carry out different printing techniques and make rubbings. The children will record and explore ideas from first-hand observation, ask and answer questions about the starting points for their work and develop their ideas. They will use what they learnt to create their own animal.
Vocabulary		<i>Print, pattern, environment, markings, rubbings</i>
National curriculum link		to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
	Space <i>Focus: Textiles/ collage</i>	Through the topic of Space children will use a variety of media including photocopied material, fabric, plastic, tissue, magazine crepe paper etc to create a space picture collaboratively with a peer. They will use their picture to create a whole class space art picture on a large scale. They will continue to ask and answer questions about the

		starting points for their work and develop their ideas. The children will learn about Henri Matisse as an artist, in particular his collage work.
Vocabulary		<i>Fabric, tissue, magazines, crepe paper, shape, form materials, mix, 2D, 3D</i>
National curriculum link		to use a range of materials creatively to design and make products
	Minibeasts <i>Focus: Drawing</i>	Through the topic of minibeasts, children will develop their drawing skills through using a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ball points, chalk and other dry media. They will create images from observation and experience, focusing on the observation of butterflies and discussing their features. The children will explore the use of line shape and colour to create the outline of a butterfly which they will colour with dry media. They will use the work of other artists to develop ideas for their own work.
Vocabulary		<i>Drawing, pencils, rubbers, crayons, pastels, felt tips, artists, line, shape, colour</i>
National curriculum link		- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
	Pirates <i>Focus: 3D form</i>	In the 'Pirates' topic the children will continue to master their painting skills. The children will use a variety of tools and techniques including the use of different brush sizes and types. They will work in different scales and mix secondary colours and shades using different types of paint. The children will also be using playdough/ clay to create a medallion which they will then etch with detail before painting. The children will also use the work of other craftspeople to develop their own ideas and to describe similarities and differences between their own work and that of a crafts person. The children will develop their understanding of sculpture artists including Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett, as well as local artist, Auriol Herford.
Vocabulary		<i>Artist, study, research, technique, replicate, compare, clay, paint, brushes, tools, secondary, primary</i>

National curriculum link		- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. - to use a range of materials creatively to design and make products
2023/24 Year 2	Fire & Gunpowder <i>Focus: Drawing</i>	In 'Fire and Gunpowder', the children will look at how the children can use different drawing implements and techniques to draw still life and other images. The children will look at how to use a sketch book and why this is a good skill to develop. In particular the children will layer different media. They will draw for a sustained period of time from real life objects, including single and grouped objects and landscapes. The children will look at charcoal artworks by artists such as Dennis Creffield and Leon Kossoff as inspiration for a charcoal portrait of London during the Great Fire.
Vocabulary		<i>Sketch book, media, objects, crayons, media, pastels, felt tips, charcoal</i>
National curriculum link:		To use drawing to develop and share their ideas, experiences and imagination
	Overbury: A study <i>Focus: Painting</i>	During this topic, the children will explore different types of paint and techniques and tools for creating painted works of art. The children will mix a variety of colours and know which primary colours make secondary colours. They will use layering, mix media, different brush sizes and scrape through. The children will be exploring the famous artist, Van Gogh, as well as replicating some of his work with a focus on landscape.
Vocabulary		<i>Secondary, primary, mixing, layering, scrape through.</i>
National curriculum link:		- To use painting to develop and share their ideas, experiences and imagination - To know 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.
	Dinosaurs <i>Focus: Sculpture</i>	'Dinosaurs' will provide the children with the opportunity to manipulate clay for a variety of reasons, including making a model of a clay dinosaur which they will plan, do and evaluate. They will also make papier-mâché eggs (Year 2) or Mod Roc eggs (Year 3). The children will understand the safety and basic care of materials and tools.

		The children will review what they have, and others have done and say what they think and feel about it, identifying what they might change in their current work or develop in their future work. The children will learn about Phoebe Cummings, a female contemporary clay artist.
Vocabulary		<i>Clay, sculpture, design, manipulate, roll, tools, model</i>
National curriculum link:		To use sculpture to develop and share their ideas, experiences and imagination
	Volcanoes & Earthquakes <i>Focus: Painting</i>	Through the topic 'Volcanoes and earthquakes' children will have the opportunity to develop their painting skills where they will mix a range of secondary colours, shades and tones, experiment with tools and techniques and name different paints and their properties. The children will have the opportunity to work on a range of scales making their own volcano painting then contributing towards a whole class volcano on a large scale. The children will record and explore ideas using their imagination and they will explore the differences and similarities within the work of artists in different times and cultures including Turner and Warhol. The children will continue to review theirs and others work.
Vocabulary		<i>Paint, brushes, scale, shades, tones, secondary, tools, techniques, mixing, layering, imagination, evaluate</i>
National curriculum link:		- To use painting to develop and share their ideas, experiences and imagination - To know 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.
	Ancient Egypt <i>Focus: Textile focus using printing and collage</i>	Through the topic of Ancient Egypt, children will have the opportunity to develop their art and design techniques through fabric printing and rubbings. They will design patterns of increasing complexities and repetition and use a variety of materials (including linen), objects and techniques. They will create a mood board through a textured collage. The children will also have the opportunity to undertake textile work and make a wrap for a mummy using a variety of materials. The children

		are able to talk about the print artworks created by Leonardo Da Vinci and Xgaoc'o X'are as well as recognise the skills of collage artist Laslo Antal.
Vocabulary		<i>Fabric, printing, rubbings, mosaic, collage, materials, cut, tear</i>
National curriculum link:		To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
	Britain from above <i>Focus: Drawing</i>	Through Britain From Above children will use the works of a different artists and craftspeople to explore the differences and similarities in the art works. They will compare their own works to these artists. The children will review the work of Da Vinci. The children will review the work of Da Vinci in comparison to Julie Mehretu. They will look at Da Vinci's maps and make their own map of Britain, which they will review and evaluate.
Vocabulary		<i>Sketch book, media, objects, crayons, media, pastels, felt tips, charcoal</i>
National curriculum link:		- To use drawing to develop and share their ideas, experiences and imagination - To know 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.
2024/25 Year 3	France <i>Focus: Painting</i>	"France' will provide the opportunity of the children to continue to develop their painting skills. They will mix a variety of secondary colours and shades from primary colours. They will experiment with different effects and textures, including blocking in colour, washes, thickened paint etc. They will work with confidence using brushes of different thickness to achieve different effects. They will study a famous artist, Monet, and compare produce a piece of art based on Monet, evaluating their work. The children will use the outdoors to develop their sketching and drawing skills.
Vocabulary		<i>Painting, primary colours, secondary colours, mixing, shades, blocking, washes, brushes, Monet, sketching</i>
National curriculum link:		To improve their mastery of art and design techniques, including painting with a range of materials
	India	Through the topic of India, children will investigate art, crafts and design using some traditions of India. They will study the artist Jangarh Singh Shyam and study 'Gond'

	Focus: Painting Textiles	painting. Gond painting is a from folk and tribal art that is practiced by one of the largest tribes in India with whom it shares the name. Children will use symbols (including dots and dashes). They will design their pieces of art and paint them, displaying their works for the rest of the school to learn from. They will also undertake a project which will link closely with Design Technology, where they will create a Batik textile, using the technique of dying, drying and scraping (<i>including plastic trappings Year 3</i>). This will also be displayed at the end of the topic for the whole school to experience. The children will review their work and that of others and evaluate how they could improve it.
Vocabulary		<i>Gond, Batik, symbols, dots, dashes, dyeing, drying, scraping, plastic trappings</i>
National curriculum link:		- to improve their mastery of art and design techniques, including drawing and painting with a range of materials - To know about great artists, architects and designers in history.
	School Through History Focus: Drawing	Through the topic of 'School through history' children will continue to explore and develop their artistic skills from first hand observation; questioning and making thoughtful observations about starting points and selecting ideas to use in their work. The children will focus on the skill of drawing where they will experiment with different grades of pencil and other implements. They will study portraiture, looking at portraits of students from the past (starting from 1910), comparing them to current student portraits. They will plan, refine and alter their drawings as necessary, collect, and record visual information from different sources. The children will work on their own and collaboratively with others, using ICT to support their work. The children will look at and compare art works from a variety of artists including Sofonisba Anguissola and Paul Cadden
Vocabulary		<i>Explore, develop, observation, draw, pencils, shading, plan, refine</i>
National curriculum link:		- to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing with a range of pencils.

	Islands <i>Focus: Drawing</i>	Through the topic of 'Islands children will continue to explore and develop their artistic skills from first hand observation; questioning and making thoughtful observations about starting points and selecting ideas to use in their work. The children will continue to focus on the skill of drawing where they will experiment with different grades of pencil and other implements and will experiment with colour. They will use the French-Post Impressionist artist, Paul Gauguin, as inspiration. The children will plan, refine and alter their drawings as necessary and collect and record visual information from different sources.
Vocabulary		<i>Explore, develop, observation, draw, pencils, shading, plan, refine</i>
National curriculum link:		- to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing with a range of pencils.
	Before the Internet <i>Focus: Printing</i>	Through the topic of 'Before the Internet' the children will focus on the skill of printing. The children will print using a variety of materials, objects and techniques including layering. They will talk about processes used to make a simple print and will explore pattern and shape creating designs for printing. The children will work on their own and collaboratively with others on a two dimension project. They will evaluate their own and others work and identify what they might change or develop in their future work. The children will explore and compare different skilled printers, including Leonard Da Vinci and Xgaac'o X'are
Vocabulary		<i>Printing, materials, technique, layering, process, pattern, shape</i>
National curriculum link:		to improve their mastery of art and design techniques
	Pre history <i>Focus: 3D form</i>	Through 'Pre History' the children will be focussing on art and design techniques using 3D form. They will undertake clay modelling, specifically pottery. They will explore coil and pinch pots, designing their own pot based on prehistoric pots (e.g Beaker people). The pots will then be made using a campfire. The children will also learn about Phoebe Cummings who is a contemporary clay artist and will look at how clay can be used in modern day art.
Vocabulary		<i>3D, clay, pottery, The Beaker people, coil, pinch, thumb, design</i>

National curriculum link:		<i>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]</i>
2025/2026 Year 4	Romans <i>Focus: Collage</i>	During the topic on Romans, children will select and record from first hand observation, experience and imagination, using questions and thoughtful observations as their starting points. The children will explore the roles and purposes of artists, studying the work of Amanda Pearce and Julie Morgan as inspiration for their own creations, as well as studying pieces by Kurt Schwitters. They will practise the art of collage, choosing collage as a means of extending work already achieved. They will refine and alter their ideas and explain their choices using art vocabulary, and they will collect visual information from a variety of sources. The children will investigate art, craft and design in the locality, and will work both independently and collaboratively on a project.
Vocabulary		<i>Collage, colour, shape, pattern, texture, crumpling, creasing, folding, pleating, scoring, tearing, fraying, cut, tear</i>
National curriculum link:		<i>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]</i> <i>To learn about great artists, architects and designers in history.</i>
	Earth & Space <i>Focus: clay</i>	During the topic Earth and Space the children will select and record from first hand observations, experience and imagination and explore ideas for different purposes. They will compare their ideas, methods and approaches in their own and others work and say what they think and feel. The children will use clay to make informed choices about the 3D technique chosen. They will plan, design, make and adapt models, cutting out shapes with decisions being made on whether to create pinch pots or coil pots, refining techniques taught and to create a textured relief tile blending and joining pieces of clay using correct tools. The children will show an understanding of shape, space and form and will talk about their work understanding it has been sculpted. The children will be introduced to female contemporary artists who create sculptures, Rachel Whiteread and Anne Hardy.

Vocabulary		<i>3Dimension, make, adapt, shape, space, form, sculpted, modelled, constructed</i>
National curriculum link:		<i>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]</i>
	Ancient Mayans <i>Focus: Printing</i>	The children will continue to question and make thoughtful observations about their starting points. They will continue to compare their ideas, methods and approaches in their own and others work and say what they think and feel. Through the Mayans topic the children will develop their printing skills. The children will look at the huipil and see modern designs for this; they will then have a go at relief printing for their own design. They will also look at the contemporary designs of Susan Vera Clarke, a modern London based printer, and of Kevin Mourad, a montotype printer comparing and contrasting the styles of the artists.. They will research, create and refine a print using a variety of techniques. They will select broadly the kinds of material to print with in order to get the effect they want. The children will use techniques such as marbling, silkscreen and coldwater paste. The children will use ICT to support their learning and will investigate art works created by the Mayans, including Mayan masks
Vocabulary		<i>Printing, materials, technique, layering, process, pattern, shape, rubbings, stencils, sponges, fruit/veg, wood blocks, press print, lino print, mono-print, string</i>
National curriculum link:		<i>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]</i>
	Bridges <i>Focus: Drawing</i>	During the topic on Bridges, children will select and record from first hand observation, experience and imagination, using questions and thoughtful observations as their starting points. The topic of 'Bridges' will enable the children to continue to master their skills on drawing. They will make informed choices in drawing including paper and media. The children will alter and refine drawings and describe changes using art vocabulary. The children will collect images and information independently in a sketchbook and use research to inspire drawings from memory and imagination. They will explore relationships between line and tone, pattern and shape, line and texture. The children will use the locality to inspire their art works and look at

		drawings, paintings and pictures of Bredon Hill. The children will learn about some famous artists who have produced bridges in art, including Canaletto, Claude Monet and JMW Turner.
Vocabulary		<i>Drawing, line, tone, pattern, shape, sketch, shade, pencil, crayon, chalk pastels, oil pastels, charcoal, felt-tips, ballpoint pen and water colour pencils, perspective</i>
National curriculum link:		<i>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]</i> <i>To create sketch books to record their observations and use them to review and revisit ideas</i>
	Blitz <i>Focus: Textiles</i>	During the topic on the Blitz, children will make thoughtful observations about their starting points and select ideas to use in their work. Children will continue to enhance their knowledge when using textiles. They will match the correct tool to the material and choose textiles as a means of extending work already achieved. The children will refine and alter ideas and explain choices using an art vocabulary. They will collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. They will have the opportunity to compare ideas, methods and approaches in their own and others' work. The children will be working both on their own and collaboratively on projects of 2 and 3 dimensions making mini patchwork. The children will learn about artists that use embroidery to draw/ add detail: Alice Fox and Rosie James.
Vocabulary		<i>Weaving, sewing. Fabric dye/ paint, batik, threads, decorations, tie dye</i>
National curriculum link:		<i>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]</i>
	Current event/ non European country <i>Focus: Painting</i>	This topic will be based on Canada (a non-European Country in North America). We will take the opportunity to take inspiration from great artists, relevant to Canada. We will learn about the so-called "Group of Seven." These consisted of landscape painters who were active between 1920 and 1933, including Lawren Harris and Emily Carr, both famous for Canadian landscapes and/ or nature and we will use the work of these artists to inspire our own art pieces. The children will make and match colours with increasing accuracy and use more specific colour language e.g. tint, tone, shade,

		hue. They will choose paints and implements appropriately. The children will plan and create different effects and textures with paint according to what they need for the task and show increasing independence and creativity with the painting process. They will continue to have the opportunity to compare ideas, methods and approaches in their own and others' work and consider how they might develop their work in the future.
Vocabulary		<i>Paint, brushes, scale, shades, tones, secondary, tools, techniques, mixing, layering, imagination, evaluate, tint, tone, shade, hue</i>
National curriculum link:		<i>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]</i> <i>To learn about great artists, architects and designers in history.</i>
2026/2027 Year 5	Anglo Saxons <i>Focus: Clay</i>	In the topic of Saxons and Vikings, the children will look at art works created in Anglo Saxon times where they will make thoughtful observations about their starting points and select ideas to use in their work. The children will undertake preparatory work and will use their sketchbooks to design an Anglo Saxon inspired piece of jewellery alongside a cross curriculum Design Technology pot. They will make a serpent's head out of clay to practise using their rolling skills which will then be used to make a piece of jewellery and a clay coil pot. The children will describe the different qualities involved in sculpting. The children will have the opportunity to visit a local potter, Toff Milway, and watch him in action as he creates wonderful works of pottery in front of the children's eyes. The children will also be introduced to other artists who focus on sculptures, such as Rachel Whiteread and Anne Hardy.
Vocabulary		<i>3Dimension, make, adapt, shape, space, form, sculpted, modelled, constructed, rolling</i>
National curriculum link:		<i>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]</i> <i>To create sketch books to record their observations and use them to review and revisit ideas</i>

	Our European neighbours <i>Focus: Painting</i>	The children will Select and record from first hand observation, experience and imagination, and explore ideas for painting. They will ask question and make thoughtful observations about starting points and select ideas and processes to use in their painting. They will explore the artists Pablo Picasso (abstract works of art/ cubism), Canaletto ((landscapes) and Gallen-Kallela (realism/ symbolism/ graphic art) considering how they used their art, and how particular artworks make the children feel. They will compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. They will demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Children in Year 5 will be encouraged to create artworks where media is mixed to generate depth and creativity.
Vocabulary		<i>Paint, brushes, scale, shades, tones, secondary, tools, techniques, mixing, layering, imagination, evaluate, tint, tone, shade, hue, warm and cold colours, complementary and contrasting colours, small scale, large scale. Picasso, Canaletto, Gallen-Kallela</i>
National curriculum link:		<i>To improve their mastery of art and design techniques, including painting</i> <i>To learn about great European artists, architects and designers in history.</i>
	Transport <i>Focus: Digital images into pictures</i>	Through the topic of transport, the children will question and make thoughtful observations about starting points and select ideas and processes to use in their work. They will explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. The focus in this topic will be ICT, where the children will turn digital images into pictures working on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. They will compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. The children will be building on from skills in computing where they will create imaginative and thoughtful posters inspired by the Vintage Railway Art Posters.
Vocabulary		<i>Digital images, digital media, Vintage, posters, design, make, evaluate</i>
National curriculum link:		<i>To improve their mastery of art and design techniques, using digital media</i>

	Magnificent Mountains <i>Focus: Collage</i>	In the topic of Mountains children will continue to ask questions and make thoughtful observations about starting points and select ideas and processes to use in their work. They will compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. The children will master their collage skills by creating their own art piece choosing, suiting, arranging and applying materials focusing on colour, shape, texture and pattern using their work on Magnificent mountains and 'Our European neighbours' to inspire them. They will create an effect using just two or three colours. The children will cut and shape paper accurately for their design. The children will learn about Amanda Pearce, Julie Morgan and Kurt Schwitters, comparing and contrasting their artworks and using their works as inspiration for their own creations.
Vocabulary		<i>Collage, colour, shape, pattern, texture, crumpling, creasing, folding, pleating, scoring, tearing, fraying, cut, tear, shape, overlap</i>
National curriculum link:		<i>To improve their mastery of art and design techniques, including collage</i>
	Battle of Tewkesbury <i>Focus: Printing</i>	In the topic of Mountains children will continue to ask questions and make thoughtful observations about starting points and select ideas and processes to use in their work. They will compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. The children will master their collage skills by creating their own art piece choosing, suiting, arranging and applying materials focusing on colour, shape, texture and pattern using their work on Magnificent mountains and 'Our European neighbours' to inspire them. They will create an effect using just two or three colours. The children will cut and shape paper accurately for their design. The children will learn about Amanda Pearce, Julie Morgan and Kurt Schwitters, comparing and contrasting their artworks and using their works as inspiration for their own creations.
Vocabulary		<i>Printing, materials, technique, layering, process, pattern, shape, rubbings, stencils, sponges, wood blocks, press print, lino print, mono-print, string, poly blocks, mono, resist painting</i>
National curriculum link:		<i>To improve their mastery of art and design techniques, including printing</i>
	Galapagos <i>Focus: Drawing</i>	The children will compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. They will adapt their work according to their views and describe how they might develop their further. The

		focus for the children will be drawing where they will use a variety of source material for their work. They will work in a sustained and independent way from observation, experience and imagination together with using a sketchbook to develop their ideas. The children will explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. The children will work for a sustained period of time working on one piece, developing their skills in arranging a composition, observational drawing, drawing to scale and in proportion. The children will consider different artists they have learnt about to date which may include Da Vinci, Julie Mehretu, Paul Gauguin, Kathe Kollitz, Leon Kasso, Sofonisba Anguissola, Paul Cadde, Canaletto, Claude Monet and JMW Turner.
Vocabulary		<i>Drawing, line, tone, pattern, shape, sketch, shade, pencil, crayon, chalk pastels, oil pastels, charcoal, felt-tips, ballpoint pen and water colour pencils, perspective</i>
National curriculum link:		<i>To improve their mastery of art and design techniques, including drawing</i> <i>To create sketch books to record their observations and use them to review and revisit ideas</i>