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| <p><b>Year 1</b></p>  | <p>D &amp; T</p>   |
| <p><b>Autumn 1</b></p> <p><b>Autumn 2</b></p> <p><i>To use drawing, painting</i><br/><i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, from and space.</i></p> <p><i>Artist- Elyse Dodge- contemporary artist</i></p> <p>WALT: mix colours randomly</p> <p>WALT: use primary and secondary colours</p> <p>WALT: respond to ideas</p> <p>WALT: explore simple patterns</p> <p>WALT: use some control when drawing and painting</p> <p>WALT: use and investigate a variety of visual and tactile materials- create dioramas</p>   | <p><b><u>Emperors Egg</u></b></p> <p>Create landscapes of Antarctica using colour, pattern, texture and line</p> <p>Focus on the Canadian artist Elyse Dodge, who uses paint and geometric patterns to create landscape scenes.</p>    |
| <p><b>Spring 1</b></p> <p><i>Appreciate work of other artists who use nature. Describing differences and similarities. Use a range of materials</i></p> <p><i>William Morris- textile and nature artist and Henri Rousseau(primitivism) – impressionist</i></p> <p>WALT: explore simple patterns</p> <p>WALT: talk about drawings/paintings and say how they make us feel</p> <p>WALT: explore different drawing and painting tools- <i>look polyblock printing- link to nature eg. Leaves etc</i></p> <p>WALT: design and make images</p> <p>WALT: use primary and secondary colours – <i>as William Morris creates patterns this could be a good opportunity to use ICT to create a patterned image with primary and secondary colours</i></p> <p>WALT: use control when painting and drawing</p> | <p><b><u>Wild</u></b></p> <p>Appreciate work of other artists who use nature. Describing differences and similarities- focus on William Morris and Henri Rousseau - explore drawing and painting</p>  <p>William Morris</p>  <p>Henri Rousseau</p> |
| <p><b>Spring 2</b></p> <p><i>To use drawing, painting and sculpturing to develop and share their ideas, experiences and imagination- using materials creatively to design and make a product</i></p>  | <p><b><u>Anna Hibiscus –</u></b></p> <p>Chn are to initially build on pattern work, line and precision when drawing and can use this opportunity to compare with African patterns between William Morris and Esther Mahlangu.</p>  |

*Explore African artist Esther Mahlangu for repeated patterns to create onto fabric using paint*

*Design and make own African masks*

*WALT: explore different drawing tools- use this as preparation to draw, use line and patterns on fabric or paper- could use this lesson to explore painting fabrics and key artist.*

*WALT: respond to ideas – build on pattern work from sp1 and au1 create repeated patterns on fabric responding*

*WALT: design and then make artefacts. – design own mask and then over the next 2/3 lessons make it as part of this WALT and the two below.*

*WALT: investigate a range of tactile materials*

*WALT: Mix colours randomly*

*WALT: use control when painting*

Then children are to use tactile materials and design and create African masks so they can create an artefact and use their imagination.



### **Summer 1**

*To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space making links to their own work.*

*Artist- Charlotte Voake- Illustrator*

*Children could make their own hand drawn and lettered 'Little Guides' to the nature in the local area, exploring shapes and patterns in the drawings they create.*

*WALT: use control when drawing – look at drawing flowers etc- still life images to build on pencil control*

*WALT: mix colours and use some control when painting or drawing- use water colours like the illustrator*

*WALT: explore simple pattern and shape*

*WALT: design and make own images- reflecting the work of the key illustrator explored.*

### Out and About- poetry

Focus on building pencil control and looking at creating still life images of nature- trees, flowers, leaves etc.

Explore illustrator -Charlotte Voake- illustrator – focus on drawing and painting – mix colours and use watercolours and then making links to their own work.

WALT: talk about drawings and paintings-  
*explore work by the illustrator and chds own  
work to find links and talk about their work- an  
evaluation and comparison lesson*



## Summer 2

*To develop and use a wider range of art and  
design techniques using colour, pattern,  
texture, line, shape, form and space, alongside  
experiences and imagination.*

*Link back to artist explored earlier in the year-  
Henri Rousseau who does lots of work on  
animals in nature, camouflage.*

WALT: talk about drawings and paintings,  
saying what I feel- Henri Rousseau

WALT: Respond to different ideas

WALT: use primary and secondary colours

WALT: Use texture, form and space through  
visual and tactile materials

WALT: use some control when drawing and  
painting



## One Day on Our Blue Planet

Children can use a range of materials to replicate scenes from the book. ♣ Children could explore pattern and camouflage, focussing on the different animals in the text



Could create art like this to use primary and secondary colours and then explore how to add texture etc to it.



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| <p><b>Year 2</b><br/><b>Autumn 1</b></p>   | <p>D &amp; T</p>   |
| <p><b>Autumn 2</b><br/><i>To develop a wide range of art and design techniques in using colour, pattern, textures, line shape, form and space</i></p> <p>Artist- Henri Matisse- pop art</p> <p>WALT: mix secondary colours to make a wide range of new colours</p> <p>WALT: Investigate pattern and shape</p> <p>WALT: use a range of processes to show ideas</p> <p>WALT: reproduce from imagination</p> <p>WALT: talk about their work and explain it</p>  | <p><b><u>Leon and the Place In between</u></b></p> <p>Conduct an artist study on Henri Matisse focussing on his 'Jazz' collection of paper cut-outs. Pieces such as Le Cirque, Deux danseurs, Les Codomas, L'avaleur de sabres, Le Clown, Le cheval, l'Ecuyère et le clown can be discussed in terms of colour, shape, patterns and used as a basis for children to create their own art pieces inspired by the circus. Children should learn how Matisse painted white paper to get the colours he really wanted to use and then cut the shapes to compose the pieces.</p>  <p>Henri Matisse</p> |
| <p><b>Spring 1</b><br/><i>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i></p> <p>Artist- illustrator Viviane Schwarz</p> <p>WALT: communicate ideas and meaning – create illustrations</p> <p>WALT: use a range of pens, pencils, pastels and charcoal- illustrations</p> <p>WALT: Select the best materials for the job- clay crocodiles</p> <p>WALT: use a range of processes to show ideas- clay models continued</p> <p>WALT: to describe how we feel about others work and our own</p> | <p><b><u>How to Find Gold</u></b></p>  <p>Children to use a range of materials to create illustrations and also develop skills in selecting materials and sculpting clay.</p>  |
| <p><b>Spring 2</b><br/><i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space and look at a range of artists, describing similarities and</i></p>  | <p><b><u>Zeraffa Giraffa</u></b><br/>Develop artistic techniques ~ pattern, form and space</p> <p>Children can appreciate the artistry and range of techniques involved in Jane Ray's intricate illustrations. Children illustrate their stories, using a</p>  |

*differences between different practices and making links to their own work.*

*Illustrator – Jane Ray and Vincent Van Gogh (post impressionist)*

*changing landscapes based on the illustrator/illustrations from the text- make comparisons between the two artists, describing techniques and making links to their work*

WALT: identify different ways to express ideas -landscapes based on both artists

WALT: Think about and use ways to adapt and improve work

Explore Vincent Van Gogh – still life in more detail for the below 'sunflowers?'

WALT: make a variety of lines using different sizes and thickness- still life- using different types of pencils

WALT: shade to create different effects- graphite/charcoal- still life

WALT: explore ideas, collect in sketch books and reproduce from observations

range of materials and techniques that capture the magic of the story and changing landscape.



Jane Ray



Vincent Van Gogh

## Summer 1

D & T

## Summer 2

*To use a range of materials creatively to design and make products . 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.*

*Artist- Kurt Schwitters- collage artist*

WALT: create a collage with a range of materials and textures- *bring in colour mixing and other resources to really add texture and combine different materials chn have used throughout the year- create a collage poster on either a page from the text or their own idea on helping the world.*

## Ten things I can do to help my world

Children can explore illustrations in the book, the page layout and paper design to create collage work- see Kurt Schwitters • Children can create artwork to represent what they love best about the world as well as responding to poetry- creating t-shirt or fabric work (building on year 1).

## Art Progression and Key Artists.

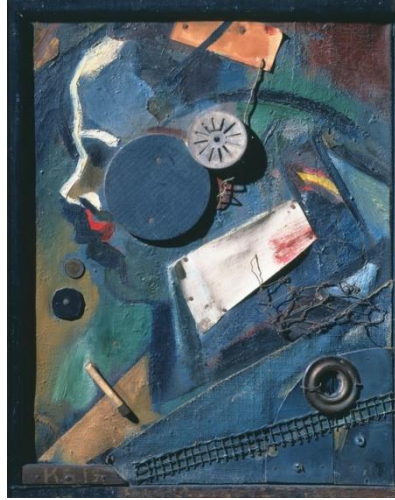
For the below: Building on year 1, chn to use fabric to design their own 'help the wold t-shirt'

WALT: explore ideas and collect information in a sketch book using a range of pens and pencils

WALT: explore ideas and change what they have done to give the best result

WALT: use a variety of processes-*could use tie-dye and batik*

WALT: select the best materials for the desired job  
(toy for a charity shop)



Kurt Schwitters



**Year 3**

**Autumn 1**

*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]*

*Artist- Sarah McIntyre- illustrator*

WALT: to use a sketch book to practise skills and techniques- illustrations

WALT: use brushes in different ways

WALT: mix and use tertiary colours

WALT: use watercolour to produce a wash

WALT: design, draw, paint or make images for different purposes

WALT: make their own choices- *clay to build their own seawig*

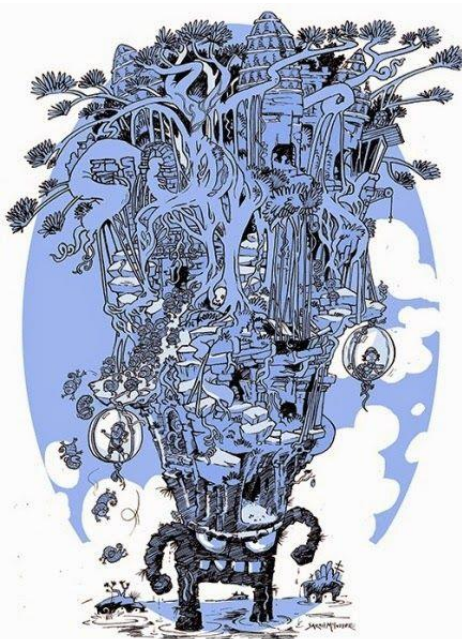
**Oliver and the Seawigs**

Looking at developing pupils uses of colours and colour pallets. Also look at sculpting, using clay.

Artist: Illustrator of Oliver and the Seawigs (Sarah McIntyre)

Explore the work of Sarah McIntyre, who has set herself the challenge of drawing characters, like Iris, who do not conform to stereotypes, and discusses her approach at <http://bit.ly/nonidentikit>.

Children to then look mixing and developing colour and colour pallets. Following this they will then go on to design/draw/paint and make from clay a seawig.



Sarah McIntyre

**Autumn 2**

*To develop their techniques, including their use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.*

Artist and Author Jeannie Baker- *make comparisons with Elizabeth Zunon*

WALT: make comments on the work of others, including both ideas and techniques

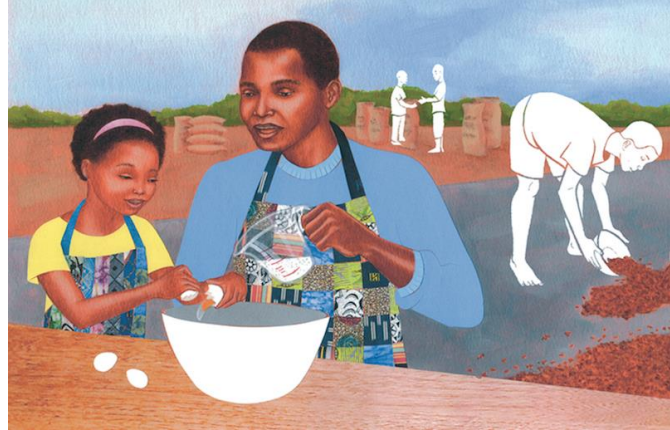
WALT: experiment in many different ways – *gathering and using different materials to create a textured and possible 3D collage effect*

WALT: use a digital camera to collect ideas

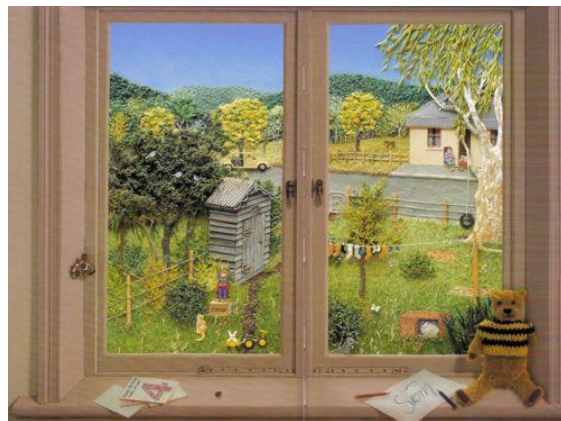
**One Plastic Bag**

Look at comparing artists/illustrators- making comments about their work and techniques that have been applied. Then look at collaging, using a range of recycled materials and colours to create mood and convey emotions

WALT: experiment with mood using colour to create a mosaic/collage effect - *collage effect to create a scene/image*



Elizabeth Zunon



Jeannie Baker

### Spring 1

About great artists, architects and designers in history and record observations (in sketch books) and use them to review and revisit ideas.

Artists Henri Rousseau -Primitivism(links back to KS1) and Paul Gauguin- impressionist

WALT: annotate a sketch book writing notes about the artist or sketch- *comparison of two artists*

WALT: make comments on the work of others- ideas and techniques

WALT: collect visual and other information

WALT: make different tones in colour using black and white- *create still life work on nature or landscape like two key artists but using tone instead to create the colour and layering*

WALT: apply previous knowledge to improve work

### The Tin Forest painting, drawing and artist

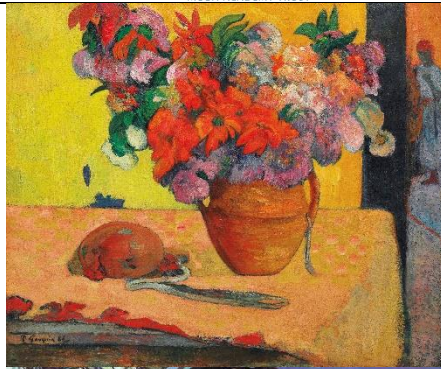
Looking at collecting visual information and recognising the key elements of art.

Use these artistic understandings to make observations on Rousseau's art.

Artist: Henry Rousseau

The children could learn about artists, such as Henri Rousseau or Paul Gauguin. Supporting resources can be found on the following websites: <http://www.bbc.co.uk/education/clips/z34wmp3>  
<http://www.tate.org.uk/art/artists/henri-rousseau-le-douanier-1877>  
<http://www.tate.org.uk/download/file/fid/4651>  
[http://www.metmuseum.org/toah/hd/gaug/hd\\_gaug.htm](http://www.metmuseum.org/toah/hd/gaug/hd_gaug.htm)  
<http://www.tate.org.uk/art/artists/paul-gauguin-1144>





Paul Gauguin



Henri Rousseau

Spring 2

Ug Boy Genius

*Cave paintings linked to history and about great artists. Improve mastery of art and design techniques, including drawing, painting with a range of materials (pencil charcoal, pastels) and work with creativity and experimentation.*

*Artist- Michael Grab- sculptural and contemporary.*

WALT: use pencils of different grades to create effects

WALT: create texture by adding dots and lines

WALT: use repeating patterns in design

WALT: use a range of materials and techniques in 3D work

WALT: use a digital camera to produce art work

Cave Art - looking at different styles of cave art and the different historical periods of time each were used. Develop skills of pencil drawing for shading, texture, lines, patterns to create effect. 3D art work including stones- using digital camera

Link – History topic 'Stone Age to the Iron Age'.

As part of their exploration of stones and rocks in Science, children could look at the growing sculptural fascination with the natural world, such as the work of Michael Grab who is an expert stone stackers. <http://www.bbc.co.uk/news/uk-scotland-edinburgh-east-fife-39711866> o Manu Topic:

<https://www.youtube.com/watch?v=v3zcl3bOiuM> o Michael Grab:

<https://www.youtube.com/watch?v=caiAzVzX7N4>;

<https://www.youtube.com/watch?v=TFZdZ5igtwI>



Michael Grab

### Summer 1

*To create sketch books to record their observations and use them to review and revisit ideas. Work with creativity and experimentation while learning about great artists.*

*Artist- Jack Pollock- abstract.*

WALT: Use an ICT paint program with edit

WALT: work more abstractly

WALT: design, draw, paint images for different purposes

### Hot Like Fire

Abstract work -looking at using the poems we are looking at in English to give inspiration for abstract work so pupils focus is on making their own artistic choices.

Through the inspiration of the poetry children will be encouraged to respond through art and producing, 'creative work that explores their ideas and records their experiences as stipulated by the aims of the National Curriculum.'

## Art Progression and Key Artists.

WALT: indicate movement using lines

WALT: create artwork following an idea towards a specific purpose, adapting as I go

WALT: practise and improve skills



Jack Pollock

**Summer 2**

D & T

*WALT: **use art to illustrate in other subjects**- this WALT has not been incorporate into the above year 3 art programme but will instead but incorporated into another foundation or core subject- this will be stated on planning when covered*



**Year 4**

**Autumn 1**

*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]*

*Ted Hughes- illustrator  
Georges Braque – cubism*

WALT: experiment with the style of a different artist- *focus on charcoal drawings of Ted Hughes*

WALT: combine different materials in different ways- *silhouettes based on the text. Can the background be created using colour to show mood/emotion as explored in year 3?*

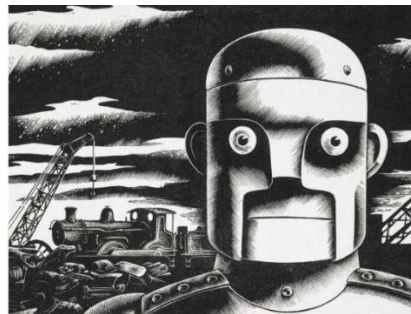
WALT: show shadow or reflection by shading

WALT: show tone and texture using hatchings and cross-hatchings

WALT: compare others' work with their own- *cubism comparison with own*

**The Iron Man**

Focus on using charcoal as a medium alongside using pencil to create shading, line (texture) and tone to build on work in year 3. Then use this skills to explore cubism and distorting images to give it an abstract element and create a story through an image journey. This also brings in the idea of shape and space linked to maths.



Georges Braque- use this to create images of Iron Man but through cubism and distortion- only use parts of the ironman to give abstract element.

**Autumn 2**

*Use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.*

*Philip James De Loutherbourg- landscape painting*

WALT: plan work and use other times as a stimulus

WALT: use a combination of visual and tactile ideas

WALT: select appropriate materials

**Pebble in my Pocket**

Use illustrations from the text which create mood and drama and compare with the artist and image below.



Philip James De Loutherbourg



### Spring 1

*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]*

*Georgia O'Keeffe- modernism*

WALT: use other cultures and times as stimulus- create art like the wood image- design lesson in sketch books.

WALT: make specific choices about the materials – materials clay, foil, fabric- could always use batik like in KS1

WALT: appraise the ideas used in others work- *based on work above*

WALT: show tone and texture- landscape work using Georgia O'Keeffe on Iceland

WALT: experiment with the styles of different artists- landscape work using Georgia O'Keeffe on Iceland

### Arthur and the Golden Rope-

Use Viking art work, which focuses on telling a story, patterns and lines- could be sculpted in clay or using engraving techniques to print/create design.

Then explore watercolour and landscapes in Iceland, using the text and artist Georgia O'Keeffe as inspiration



Then explore



landscapes by Georgia O'Keeffe

## Spring 2

*Use sketch books to record their observations and use them to review and revisit ideas. Learn techniques of other artists, experimenting and building mastery.*

*Jane Ray- illustrator and links back to KS1 and Arthur Rackham*

WALT: use other cultures and times as a stimulus

WALT: show texture and tone using hatching and cross hatching- *look at using other media, such as biro.*

WALT: show shadow by using shading- *Arthur Rackham*

WALT: select appropriate drawing materials

WALT: Make specific choices between different processes

WALT: use the appraisal of others for improvement

## The Lion and the Unicorn

The children could learn the techniques that Jane Ray has used, creating etchings in the same style as the ones in the book. Instructions for methods can be found on the following website:

[https://www.tes.com/lessons/A\\_dInd83WHcP1Q/art-crayon-etching-](https://www.tes.com/lessons/A_dInd83WHcP1Q/art-crayon-etching-) could then progress onto woodcuts – look at fairy tale woodcuts. (potato printing)

Look at the artist -Arthur Rackham – look at shading and texture.

Use Jane Ray- links back to work in year 2



Jane Ray



Arthur Rackham

## Summer 1

### Summer 2

*Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation*

*Children could conduct a study of art inspired by the sea. Use sketch book to record observations, use them to review and revisit*

*Nerys Levy and David Hockney- abstract and landscape*

WALT: use a program to create mood within digital photography- *could link with Ice Trap text and the dangers of Antarctica.*

## D & T

### Ice Trap

Look at Antarctic art of Nerys Levy- investigate and record work on Antarctic, using colour to show mood/emotions and the impact of nature. Compare her abstract art to that of David Hockney- his use of bright colours for landscape paintings, the mood and emotions this creates- could even combine different visual and tactile materials to create a collage and use digital photography to capture colours, shapes from nature and use this in work.



## Art Progression and Key Artists.

WALT: Experiment with the styles of a variety of different artists

WALT: plan work carefully before beginning

WALT: show shadow or reflection by shading

WALT: use a combination of visual and tactile ideas

WALT: use appraisal of others for improvement



David Hockney



Nerys Levy

**Year 5**

**Autumn 1**

*Learn about great artists, architects and designers in history. Use sketch books to make observations, revisit and review them. Continue to build mastery of techniques in colour and drawing*

*William Blake- Mysticism and John Lawrence- sculptor*

WALT: develop and improve their own style- William Blake

WALT: Use analysis when commenting on ideas

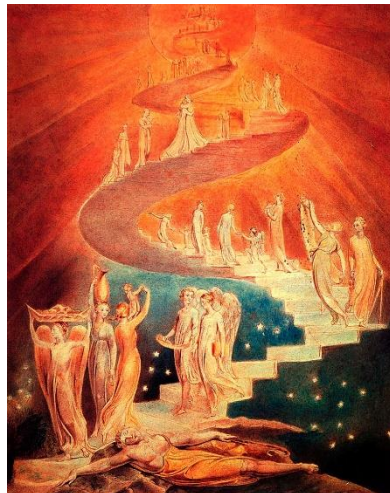
WALT: combine a range of colours, tints, tones and shades

WALT: Understand the importance of preparing materials before working - *either link to the above or engraving work of John Lawrence- could sculpt work for 3D designs*

WALT: to keep, make and use detailed notes in a sketch book x 2 *to explore wood engraver John Lawrence- building on prior printing/engraving work in year 4.*

**Floodland**

Artist – William Blake – conveying motion and emotion – mysticism – watercolour



William Blake

The children could learn the techniques that Marcus Sedgwick has used, creating wood engravings in the same style as the ones in the novel. The children might want to look at the work of illustrator and wood engraver John Lawrence to broaden their experiences. Supporting resources can be found here: <http://www.illustrationcupboard.com/artist.aspx?aId=66>



John Lawrence

**Autumn 2**

**Spring 1**

*A study of great artists, architects and designers in history. to create sketch books to record their observations and use them to review and revisit ideas. Build creativity, experimentation while developing techniques in painting, drawing, tone, texture and colour)*

*Katsushika Hokusai, JMW Turner, Albert Bierstadt's and Claude Monet- landscapes*

WALT: Evaluate others work explaining and justifying their reasons

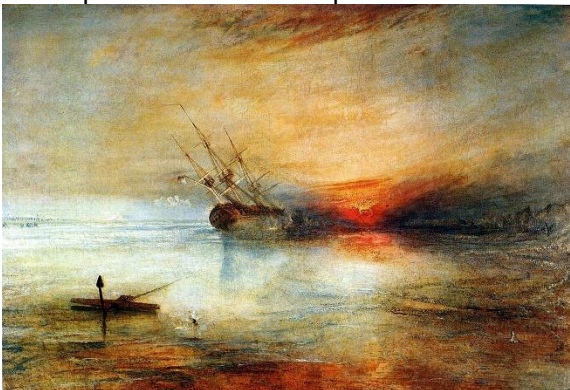


**D & T**

**The Journey**

Study of artists and a range of artistic interpretations of the sea. Compare artists and use their techniques as inspiration to develop and shape their own interpretation of the sea to depict emotion and movement.



Katsushika Hokusai

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| <p>WALT: use inspiration from other cultures</p> <p>WALT: use drawings and paintings to show movement</p> <p>WALT: Produce work that can sometimes be both visual and tactile</p> <p>WALT: use a range of colours, tints, tones and shades</p> <p>WALT: Get across feelings and emotions through their work</p> | <p>Artist – JMW Turner – representation of the sea – use of colour and contrast – using light and the absence of light to create effects – detail and impressionism – use of pastels</p>   <p>Albert Bierstadt's Puget Sound on the Pacific Coast</p>  <p>Claude Monet's Wave Breaking (1881)</p> <p>In taking the time to read, interpret and discuss the artwork the children's reflections and responses to the key moments in the story will be deepened and enriched. Such work will support their understanding of the integral role that the sea serves in the book, both in terms of reflecting common experiences of refugee journeys but also the metaphorical and symbolic significance this has in terms of the emotionally draining and often damaging nature of such journeys.</p> |
| <p><b>Spring 2</b></p>  | <p>D &amp; T</p>  |
| <p><b>Summer 1</b><br/><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></p>   | <p><b><u>Dark Sky Park</u></b></p> <p>Use the inspirational nature poems of Dark Sky Park to create their own sculptures to depict emotion and make work visual and tactile .</p> <p>Artist – Henry Moore – abstract depiction (link to abstract nature of poetry) – monumental works – depiction of family – using clay for</p>  |



*Henry Moore and Rodin- sculpture and abstract.*

*Jesse Hodgsons- illustrations*

WALT: keep and use detailed notes in sketch books

WALT: Consider the end point when adapting and improving their work

WALT: produce work that is both visual and tactile- *top three WALTs- sculpture*

WALT: Make and support their own decisions and choices- *these three WALTs illustration*

WALT: experiment with materials and techniques.

WALT: show emotion and feeling in your work- *snow leopard would be a good poem to think about*

sculpting. Artist – Rodin – link between classical and modern sculpture – realism.



Henry Moore



Rodin

Also, drawing on the illustrations by Jesse Hodgson, the children can explore how to work with a limited colour palette when representing natural phenomena as she has done throughout the collection. Children can explore and experiment with working with brushes and black ink when creating illustrations of their own for poems they have written.



Jesse Hodgsons

**Summer 2**

D & T

**Year 6**

**Autumn 1**

*Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design, sculpturing with a range of materials and about the work of great artists and designers in history and other cultures.*

*Frida Kahlo- artist and sculpting*

*Joaquin Torres Garcia- modern/abstract art*

WALT: choose and use a limited range of colour to produce a chosen effect- *Look at Joaquin Torres Garcia for simple shapes, lines, patterns and limited colour use*

WALT: use a full range of experimentation and exploration of others work- *Joaquin Torres Garcia*

WALT: refine our work using adaptations to move towards an end point- *Joaquin Torres Garcia*

WALT: use a full range of design and exploration – *design a clay sloth using the work of Frida Kahlo*

WALT: make specific decisions about using different visual and tactile effects- *either clay or use different materials when creating work like Joaquin Torres Garcia or look at Beatriz Milhazes -Collage and collagraph*

WALT: work with care and precision towards an end point- *clay – Frida Kahlo*

**Autumn 2**

*To create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting with a range of materials [for example, pencil, charcoal, paint, pastels, watercolours]*

*Claude Monet- landscape and impressionist*

**Journey to the River Sea**

Frida Kahlo- clay work- sculpturing monkeys/Giant Sloth  
Joaquin Torres Garcia- simple shapes and limited colours



Joaquin Torres Garcia- use in relation to Manaus- create images like his on Manaus- linked to the class text. Explore the history, culture of this city for inspiration.



Frida Kahlo- inspiration for detail and creating clay sloths, linked to text



Could compare Beatriz Milhazes with Garcia for shapes and colour

**Shackleton's Journey**

Artist of time period- Claude Monet – artist- landscape specialist link to Paintings of sea and ice- impressionism- painting- look at his type of technique, use of paints, lines, shading and tone to create landscape images of the ice

*Janine Baldwin- contemporary British artist*

WALT: Analyse and comment on their own and others ideas, methods and approaches

WALT: make adaptations following reflections and comments from others



Janine Baldwin- contemporary British artist - Create charcoal, coloured pencil, sketches, monochrome images – drawn or created with digital cameras – these could be stills of scenes from Shackleton's journey- could also be still life of the ship used to journey.



### **Spring 1**

*To create sketch books to record their observations and use them to review and revisit ideas and look at great artists in history, improving mastery techniques in drawing with different materials.*

*Nicholas Hilliard and Hans Holbein- Tudor Portrait artists*

WALT: explore the work of others to develop their own

WALT: make ongoing revisions to refine work

WALT: to use perspective in both real life

WALT: to work with care and precision to an end point



### **Treason**

Real life art –portraits of Tudors- Nicholas Hilliard- English artist specialising in portrait miniatures or Hans Holbein who created many Tudor portraits for Monarchs during Henry VIII reign- could look at using real life work with different drawing materials.



\_Nicholas Hilliard



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|--|---|
|  |  <p>Hans Holbein</p>   |
| Spring 2   | D & T   |
| <p><b>Summer 1</b><br/> <i>Experimentation and an increasing awareness of different kinds of art, craft and design with a focus on the abstract artist Kandinsky. Make observations in sketch books and learn about great artists and mastering techniques</i></p> <p><i>Wassily Kandinsky- abstract</i></p> <p>WALT: use a full range of design, experimentation and exploration</p> <p>WALT: analyse and comment on ideas, methods and approaches.</p> <p>WALT: choose a range of colour to produce a chosen effect</p> <p>WALT: begin to use perspective in abstract art</p> <p>WALT: make decisions on using tactile and visual effects</p> <p>WALT: make adaptations following reflections and comments of others</p> | <p><b><u>The Song from Somewhere Else</u></b><br/>           Visualising their own art work to match the song that Frank hears, may lead to a wider study of abstract artists who have been inspired by music. Kandinsky strove to produce paintings that would speak to the sense of sight in much the same way that music does with hearing, using paint and colour the way a musician might use pitch, tone, tempo and dynamics.</p>  <p>Kandinsky</p> |
| <b>Summer 2</b>  | D & T   |